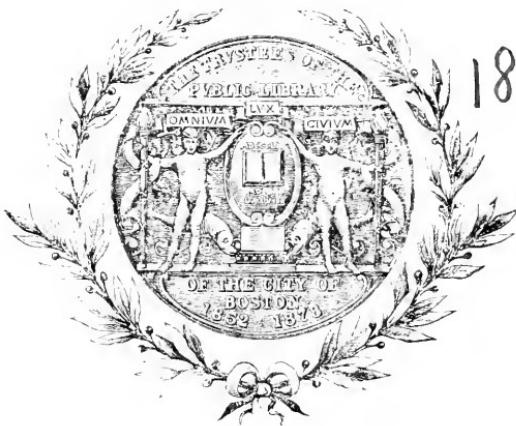




No 6347.1

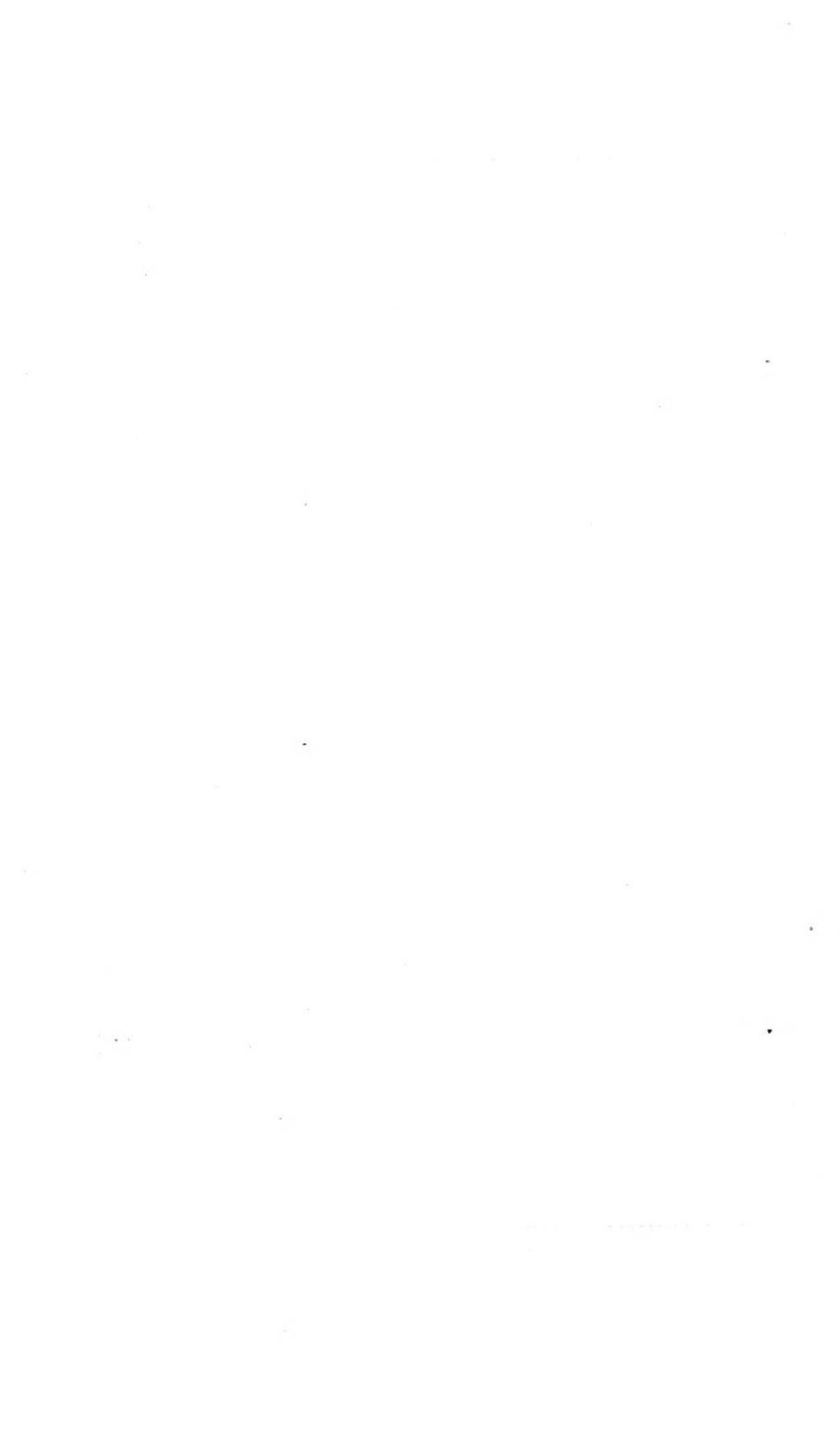
1876



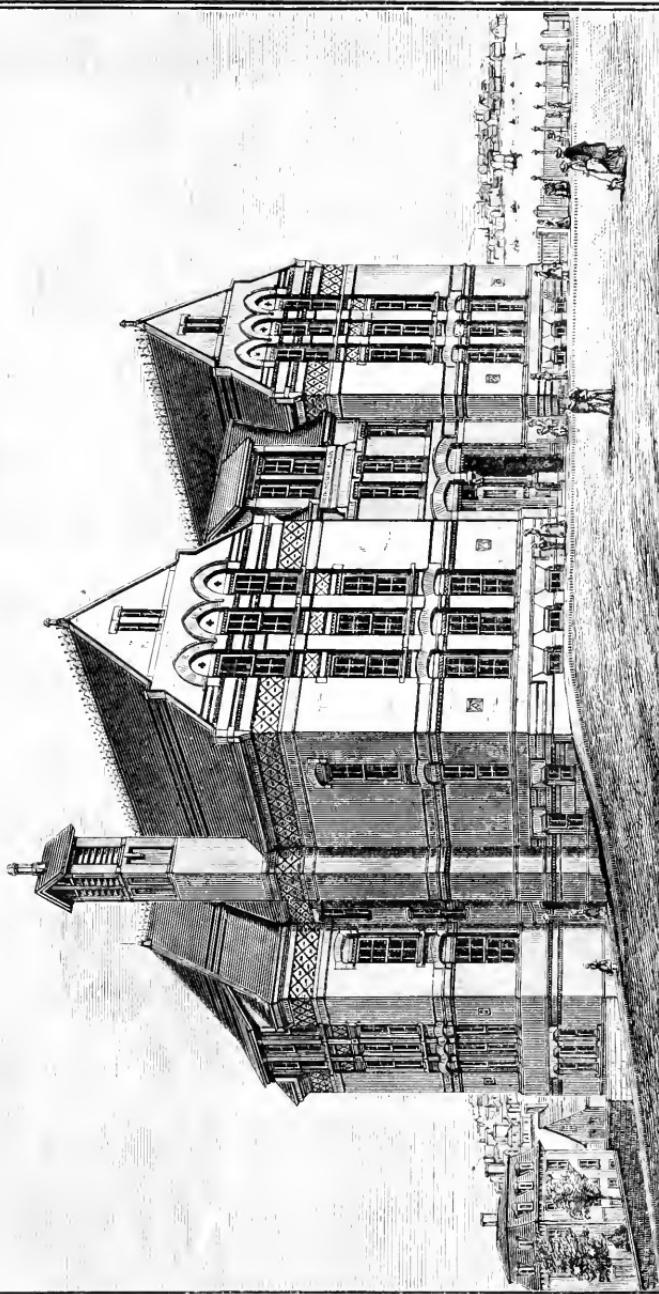
GIVEN BY

St. Louis Public Library

$\mathcal{J}_1 = \int_{\mathbb{R}^d} \phi(x) \psi(x) dx$



CHARLESTOWN-WINTHROP GRAMMAR SCHOOL-HOUSE, BOSTON.



SCHOOL DOCUMENT NO. 3.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1876
79198

Duplicate Copy Withdrawn
No Longer the Property of
the St. Louis Public Library



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS,
No. 39 ARCH STREET.

1877.



IN SCHOOL COMMITTEE, Feb. 13, 1877.

Ordered, That five thousand copies of the Report of the Committee on the Annual School Report be printed.

Attest; GEORGE A. SMITH,
Secretary.

DEC 16 1946

Duplicate Copy Withdrawn.
No Longer the Property of
the St. Louis Public Library.

REPORT.

The full and able report of the Superintendent, lately published, gives so circumstantial an account of the condition of the Public Schools during the past year, that the Committee on the Annual Report, now respectfully submitted, have not felt it incumbent upon them to attempt any detailed treatment of the subject. They have endeavored to supplement the Superintendent's report by such remarks on the conduct of the schools, and by such suggestions as to changes and modifications in the present system, as seemed to them likely to be useful.

REORGANIZATION OF THE SCHOOL BOARD.

The past year is memorable in the annals of the schools as having witnessed the inauguration of important changes in their administration, which, so far as it is possible to judge after so short a trial, appear calculated to advance their well-being in every respect. The history and character of these changes are well known, but we nevertheless think it well to mention them briefly before proceeding to give our reasons for considering them beneficial.

A bill was passed through the Legislature in the

spring of 1875 providing for the reduction of the School Board to less than a fourth of its former size, in order to facilitate the transaction of business and make it more thorough. While the School Board of London, with its 3,251,804 inhabitants, numbers fifty members, and that of Birmingham, with its population of 377,436, has thirty members, Boston, which has between three and four hundred thousand inhabitants, administered its schools through a Board of one hundred and eighteen persons. Some among them had never given any thought to the subject upon which they were called to legislate, and others had just that amount of knowledge which is "a dangerous thing." The rest formed a small nucleus of men well qualified for their position, though not always able to fill it to their own satisfaction, as their wisest measures were subjected to the decision of a controlling majority. In one particular, however, all the members labored under an equal disadvantage, namely, a want of time to attend to their assigned duties, however willingly they would have performed them.

The School Committee, with its twenty-five members, nominated on a general ticket, and therefore less likely to have been elected from political motives, freed also from the charge of conducting school examinations by the appointment of supervisors for that purpose, entered upon its legislative duties in January, 1876, with possibilities of usefulness unknown to the old Board. At its first meetings it adopted measures which showed that it was disinterestedly desirous of legislating for the good of the schools at any cost of time and trouble. The subsequent long

and conscientious labor given to the revision of the Rules and Regulations, with the view of bringing them into harmony with the new aims and purposes, while it tried the patience of the members, proved the firmness of their intention to spare themselves no amount of pains necessary for the achievement of success.

The re-constitution of the School Committee was a most important step in the right direction, but the creation by the same bill of a Board of Supervisors, was even more vital in its bearings upon the future of the schools. The selection of its members from the many candidates who presented themselves, and the choice of a Superintendent, who was to be their chairman "*ex officio*," were matters which demanded and obtained a careful weighing of qualifications, and much discussion. To some it appeared desirable to avoid risk of error by delaying the choice of either as long as possible; others thought the good of the schools demanded that the elections should be made without delay. Some thought that the Superintendent should be elected before the Supervisors, so that he might assist the School Board, by his knowledge and experience, in choosing those who were to be his assistants; while others felt that the order of choice was a matter of little consequence compared with that of constituting the Board as soon as possible. The elections were, therefore, proceeded with without delay, and resulted in the appointment of six Supervisors, and a Superintendent, whose many previous years of service made his claim for reinstatement in the office which he had

so long filled with widely-acknowledged success, superior to those of any untried candidates. Although the Board of Supervisors was thus very quickly constituted, it may be safely said, judging from the manner in which it has thus far done its work, that the generally wise plan of "hastening slowly" could hardly have been productive of better results.

It is only necessary to compare the past with the present condition of the Boston schools to be convinced of the great gain made in all matters relating to inspection and examination. These duties had been hitherto entrusted to committees appointed by the School Board out of their own number, made up of men necessarily much occupied with their own affairs, and, for the most part, unaccustomed to work of the kind required of them. The consequence had been, that the work which they accomplished was, as a general rule, neither thorough nor satisfactory; and it is greatly to the credit of the Superintendent, who stood at the helm, and of the masters, who faithfully performed their duties, even when by force of circumstances safe from very close scrutiny, that the schools had continued in so prosperous a condition. It is, however, a question how long they could have remained so. The appointment of teachers nominated for election in the School Board, without careful consideration of their qualifications, was an evil which had begun to show its disastrous effects by unmistakable signs. Personal solicitations, motives of self-interest, kind-heartedness, a dislike to say No, when it conflicted with the charitable desire to give a needy, though perhaps incompetent, aspirant a means of

livelihood, had led many members of the School Board to obtain teachers' places for unfit persons, and the soundness of the schools was thus in process of becoming gradually but gravely compromised. It was only through the examination of candidates by competent persons, whose certificates could be depended upon as proofs of proper qualification, that this evil could be checked.

That the conduct of examinations was felt to be one of the most important functions of the Supervisors is proved by the fact that at first it was proposed to give them the title of Examiners. They were meant to attend especially to the securing of competent teachers by means of examinations, by inspection of the schools, and by the holding of biennial examinations of the scholars to test the fitness of the teachers to impart knowledge. According to Plato, "seven years of silent inquiry are needful for a man to know the truth, and fourteen in order to learn how to make it known to his fellow-men." Without suggesting that so long a period is necessary for the formation of a teacher, there can be little question that the relative proportion of time here indicated as demanded on the one hand for acquiring knowledge, and on the other for learning how to impart it, is hardly overstated. The capacity of a teacher can only be judged when he is studied at his work, for the preliminary examination to which he has been subjected can only satisfy those conducting them as to his apparent knowledge of the subjects upon which they have examined him. A teacher of average ability who has been properly trained to his work in

a Normal School, after having carefully prepared himself to receive such training by preliminary studies whose thoroughness cannot be too complete, will, although his actual amount of book-learning may be comparatively small, prove much more useful in a school than an infinitely more learned man who has not been taught how to teach. The mind of such a man is like the drawer of a table so filled with papers that it cannot be pulled open, while that of the trained teacher is like one in which the contents are carefully arranged and labelled, so that they can be taken out and referred to at a moment's notice. Going into the schools, as the Supervisors do, without previous notification, they see the teachers at their work, and learn what their real value is. Their quickening influence to good work is incontestable, and the welcome which they have generally received will become more and more cordial as the teachers come to understand that their object is to inform themselves of the real condition of the schools, in order to keep the School Board informed of it, and not to make captious criticisms of work done or in progress. This they endeavor to make easier to the teachers and more profitable to the scholars, by judicious hints and suggestions. Thanks to their labors and to the work done by the Superintendent, which, as we view it, is of a more general scope than their own, while at the same time he both shares in, and, so far as his influence may predominate, shapes the organization of their plans for inspection and examination, Boston will in course of time know what the condition of her schools is, as she has never before known it; and we

have no doubt that the flood of light which has been, and is being poured into the darker corners of her school-rooms, will, when the dust has been swept out of them, enable her to say, with a never before so well-assured confidence, that it is a condition of which she has a right to be proud.

THE SCHOOL SYSTEM.

Without allowing ourselves to regard our school system as the most perfect known, or decrying it as those do who steadily fix their eyes upon its defects until they become blind to its excellences, we may honestly believe it to be good, inasmuch as it is comprehensive and systematic, and well calculated to fit the young for their future responsibilities as citizens. In the lower grades it aims at giving them elementary instruction, or, in other words, it strives to lay a substructure of general rudimentary knowledge, upon which the special knowledge needed in any adopted profession, art, or handiwork, can be safely reared. Up to that point where the elementary instruction needed by all, whatever their after-course in life may be, is acquired, there can be no question as to the wisdom of uniformity of instruction; but in the subsequent conduct of education it becomes a question, whether it would not be desirable to put boys whose circumstances oblige them to cease their school attendance at the age of fourteen, under a different regimen from that which should be pursued by those who intend to pass through the High School.

The Superintendent touches upon this matter in his Report (p. 41), in a manner which leaves no doubt of

his decided opinion that they should be. Your committee, being quite of his mind, desire, in the first place, to draw attention to the fact stated in the report of the Committee on the English High School for 1875, that between September, 1874, and June, 1875, the school lost 211 pupils, and to the reasons there given, namely, that the pupils had entered to acquire one or two branches not taught in Grammar Schools, or had been sent to it by their parents to be under "safe-keeping during a transitional period from boyhood to early manhood;" but without in either case having the intention of completing the High-School course. This fact, and the reasons given for it, bear upon the following points:—

1st. Whether the education which is to cease at fourteen should not be different from that which is to be prolonged until the age of seventeen, and this, again, other than that which is to be continued for several years longer?

2d. Whether, in consideration of the fact that many boys and girls enter the High Schools without any intention of completing the course, but to obtain instruction for a short season in studies not taught elsewhere, as, for instance, French, it would not be advisable to take away the excuse for so doing, by judicious changes suited to meet their case?

3d. Whether, by this course, the great central High Schools would not be made to fulfil their real mission, even more completely than at present, or than they can do, if their position is weakened by the multiplication of schools of their kind?

If the first question is regarded as one of theory,

without consideration of the practical difficulties involved in the carrying out of such a plan, we presume that it will be generally answered in the affirmative. If, however, these difficulties are considered, and thought to be too great to be overcome, we may ask whether they cannot be partially met by certain changes in the prescribed courses of study in the Grammar Schools. For instance, is it necessary that pupils who intend to go through the High School should study natural philosophy, book-keeping, and the Constitution of the United States, in the Grammar School? On the other hand, would it not be well to give those whose education is to cease with the Grammar School, some knowledge not only of the requirements laid down in the present programme, but of such subjects in arithmetic, for example, as the practical application of square and cube root, the mensuration of surfaces and solids; and in history to teach them something about the two great countries of antiquity? Those who are not intended for the High Schools might take the general history of the world, and the French language, in lieu of Geography and English Grammar; and those who are, could be limited to the history of the United States.

Such division in the courses of study suitable for the two classes of pupils could be made, if part of the examination for the High School was held at the end of the last year but one of the Grammar School course,—a plan which would work well both for those who are not to enter it, as they would use the third year in acquiring useful knowledge otherwise not within their reach; and for those who are,

because during that period they would not have to carry such a mass of details in their minds as at present. Having passed the examination at the end of the second Grammar-School year, such children would be ready for admission in the master's class, which answers the objection made to the plan, that all pupils do not know at the end of the second year whether they are to enter the High School or not. It may here be remarked that division examinations have been tried at Harvard College, and found to work admirably. If adopted in the Grammar Schools, they will lessen that tendency to overcrowd studies, during the last year, which sometimes shows itself. Moderate changes, such as those above suggested would prove the elasticity of our Grammar-School system, and add greatly to its usefulness.

The more it is stretched to meet existing requirements, the more will they satisfy those who now consider that new High Schools are wanted in the remoter quarters of the city; and thus the High Schools now existing in its centre will be more likely to remain what they are at present, adapted to the highest kind of instruction. That they are so regarded by the public at large is in some measure proved by the statistics of attendance at the English High and the Girls' High Schools given in the following table, which shows the number of pupils who make long daily journeys to attend them, even from parts of the city where other High Schools exist :—

	ENGLISH HIGH.	GIRLS' HIGH.	LATIN.
East Boston.....	81	56	20
South Boston.....	113	114	45
Charlestown.....	18	3	33
Roxbury.....	18	91	18
Dorchester.....	19	25	26
Brighton.....	0	3	5
West Roxbury.....	5	13	22

We give this table, which was prepared for the Committee on School-Houses, as it is not included in the Superintendent's report.

For details as to the present state of the High Schools, your committee must refer to the promised report of the Committee on High Schools, which has not yet been placed before them, to other reports of district committees not at present furnished, and to the thirtieth semi-annual report of the Superintendent, in which the condition of schools of all grades is fully described.

SCHOOL HYGIENE.

The section of the Superintendent's report which treats of school hygiene seems to them especially valuable, and they heartily endorse the views therein expressed. The extracts quoted from the report of Dr. D. F. Lincoln are full of wise suggestions, and cannot but be of great help to the School Board in taking steps calculated to secure the healthful

condition of the schools, towards which the appointment of a medical inspector, suggested by Mr. Philbrick, on p. 81 of his Report, would seem to be the first and wisest move. Even if this is not done immediately, something might be effected towards the prevention of the spread of such diseases as scarlet fever, whose virulence at the present time has caused no little alarm, by the enactment of a law requiring the masters of the public schools to refuse to allow children belonging to a family in which any one or more of the members are suffering from scarlet fever, or any other contagious disease, to enter their schools.¹ At page 78, the Superintendent refers to a paper, also written by Dr. Lincoln, upon the sanitary requirements of school architecture, and recommends that it be reprinted with the present annual Report of the Board. Your committee heartily endorse this recommendation, as they consider this paper to be a full and masterly treatment of a most important subject.

THE TEACHERS' ASSOCIATION.

Among the orders lately passed by the School Board there is one relating to the establishment of an association called the "Teachers' Association of the City of Boston," for the purpose of extending aid to sick and superannuated teachers, which seems to your committee to be altogether wise and right.

¹ This paragraph was written before the passage of an order offered by Mr. Finney in the School Board, Jan, 8th, 1877, relating to this subject, and previous to the adoption of certain measures by the Board of Health, which promise to secure the desired object.

That teachers who have spent the best part of their lives in the service of the city should, when incapacitated by age or infirmity, be left to their own resources, without any recognized right to assistance, seems unworthy of a city which is noted for its appreciation of the value of those educational interests which such persons have labored to advance as long as they were able.

VACATION SCHOOLS.

The establishment of Vacation Schools, which is strongly recommended in a late Report of the Committee on Industrial Schools, seems to us so important and useful a measure that we venture to say a few words about them. Such schools, as therein stated, are intended for those children who, for want of means, cannot leave the city during the summer months, and who, if left, without occupation, to roam about the streets, run the risk of contracting idle and perhaps vicious habits. At Providence, where schools of this kind have been established with marked success, they are attended by about 1,100 children; from which fact we may argue that in Boston they would be attended by a much larger number. Forced by the necessity of gaining their daily bread, such children as we refer to, generally enter upon the labors of life at far too early an age for their well-being. This is an evil which cannot be prevented; but it can be somewhat alleviated by giving them better opportunities for education in schools of the sort here contemplated. What they

need is instruction in branches of study calculated to prepare them for the work in which they are already engaged, or will shortly be engaged in, rather than in those which belong to a specially industrial training. To soften their dispositions and elevate their tastes, we would have them taught Drawing and Music; to save them from many ills which proceed from ignorance of natural laws, we would have them learn something of Physiology; and to help them to make a wiser and more economical use of material, we would have them instructed in Natural Philosophy. These branches of study would be, in our opinion, best taught through lectures, made interesting by the use of diagrams, and apparatus of various kinds, with which our public schools are well supplied. If it is asked who is to deliver these lectures in the Vacation Schools, we answer that there can be little doubt that volunteers would readily be found among the masters and teachers in the employ of the city, enough of whom, if we know their spirit, would gladly give a few days out of their vacation to work of so charitable a nature. In regard to the division of the summer vacation of ten weeks, so as to allow the necessary time for the cleaning and reparation of such school buildings as might be assigned for the use of the pupils in the Vacation Schools, it has been suggested that two weeks at the beginning and two weeks at the close of the vacation would amply suffice for these purposes, leaving six weeks, of five half-days each, for those of instruction. That hundreds of parents would, by this arrangement, be

saved from the feelings of anxiety and dread with which they now regard the summer vacation, and thousands of children be benefited and made happy, no one can doubt; and, if it be reasonable to believe so, could a wiser course be taken by the School Board than that of authorizing the organization of Vacation Schools?

CITY CHARITY.

The question as to how much aid can be safely extended to needy children, in the public schools, whose ragged clothing and bare feet strike a visitor as a standing reproach to the city which they inhabit, is one not easily dealt with. Your committee is aware that attempts have been made to alleviate their wants, and abandoned, because it seemed impossible to save the city from being imposed upon; but they, nevertheless, venture to suggest renewed effort upon the following plan, which, if adopted, might tend to alleviate much real distress. Let the masters of the public schools in certain districts be required to keep lists of children really in need of assistance, and to send them in at the beginning of the winter to the Chairman of the Committee on Accounts, who, after causing careful investigation to be made by the Truant Officers, can ask for an appropriation of money to be spent in buying garments and shoes for the needy.

PRIMARY-SCHOOL BUILDINGS.

The defective condition of certain buildings in the city used as Primary Schools has been pointed out to

the Board, and there is no doubt that it is such as to demand immediate attention. Those in the Sherwin District were mentioned at a late meeting as utterly unfit for the purposes to which they are devoted. A visit to one of our new and admirably ventilated Primary School buildings, such as that on Fifth street, in South Boston, followed by an inspection of the Gogin-street Primary, in the same quarter of the city, which may be taken as an example of everything that is most objectionable, could not fail, by force of contrast, to impress any member of the School Board with a sense of the wide gulf which separates what all our Primary buildings ought to be, from what some of them are. In the first, the high, well-aired and commodious rooms are filled with a healthy, happy-looking set of children, whose brains are evidently in a normally recipient state, whose eyes are not in danger of being ruined by cross-lights, and who are not placed in peril of their lives by draughts of cold air pouring in on all sides when the windows are opened, or of dying through the effects of poisoned air if they are kept shut; in the other, the low, long and narrow rooms are crowded with boys or girls, whose thinking faculties are reduced to a minimum by the stifling atmosphere; or who, if this is cleared by the admission of air from windows on opposite sides of the room, must, in many cases, pay for the temporary alleviation by subsequent coughs and colds, or severe fits of illness.* The spectacle of six or seven children sitting between two open windows,

* See Dr. Blake's order, offered Dec. 19th.

in the winter time, in order that the other forty in the room may be able to breathe, is not calculated to rejoice the heart of even a moderate lover of his kind. A full description of what is needed to make Primary School buildings satisfactory is given in the Superintendent's report, as also in the papers of Dr. Lincoln, to which he refers.

DRAWING.

Since the introduction of the present course of instruction in this branch of study into our schools, the Committee on Drawing has published several annual reports, illustrated with heliotype reproductions of pupils' work, selected from the specimens shown at the annual spring exhibition. This course was not practicable for the present year, as the best drawings exhibited in Boston last May were taken to Philadelphia to form part of the Massachusetts Exhibit, where, it may be added, they attracted general attention and commendation. A short report (reprinted in this volume) was issued by the Drawing Committee in June last, but as it was simply explanatory of the revised programme of instruction, some things remain to be said on the subject which may properly find place here.

So much has been already written and spoken about Drawing in the public schools, that the *pros* and *cons* are generally known to all who take an interest in the matter, and need not therefore be repeated here. Bearing the latter in mind, it is a satisfaction to those who believe in the important

influence of the study upon the industrial future of the State, to see that time has only strengthened the general feeling as to the force of the arguments used in its favor, and made the weakness of those employed against it more and more evident. The three letters written by the superintendents of public schools of Boston, St. Louis, and Milwaukee, lately published in the "New England Journal of Education," show that Drawing is now heartily accepted as a necessary and most useful branch of study, by men of acknowledged ability and experience in different parts of the Union, and give strong evidence as to the efficiency of the system of teaching it, which we owe to our Director of Drawing, Mr. Walter Smith. As answering objections still made in certain quarters concerning its possible interference with other studies in the schools, the words used by two of the superintendents may here be quoted:—

"Drawing," says Mr. Philbrick, "if properly taught, is extremely useful as an aid in other studies; and indeed, in my judgment, it quite compensates for the time it takes, by facilitating instruction in other branches. This study was made so prominent at the outset, and so much was attempted at its introduction, as to excite apprehension in some minds lest it should rob other studies of the time and attention that belong to them. But such has not been the result. Drawing is now fairly worked into grade in all classes, from the lowest Primary to the highest in the High Schools,—being taught altogether in the Primary and Grammar grades by the regular teachers; and I have never yet seen any evidence whatever, that this instruction in Drawing has produced unfavorable results in the other branches; while, on the other hand, it has been, without doubt, of advantage to some of them."

Upon the same point, Mr. McAllister writes:—

“Another experience, also in connection with this matter, is worth mentioning. In no way has Drawing been found to interfere with the progress of pupils in their other studies. The amount of work done is just as large, and the quality as good, as before Drawing was introduced. If I were to venture an opinion on this subject, I would say that the time devoted to Drawing, so far from being lost, results in strengthening the mind of the pupil in other directions, and increasing the number and variety of his mental resources.”

As to the value of Drawing to the country, the same gentleman writes:—

“I believe the introduction of Industrial Drawing into our common schools to be the first step in the organization of a system of Industrial Education, which, if fully carried out, will be productive of effects upon the social character of the working classes and the wealth of the nation, which even the most sanguine would not dare, at this moment, to predict.”

The following passages from the letter of Mr. Harris show how highly he estimates the study of Drawing as a branch of public education, and what he thinks of the fitness of our adopted system for teaching it:—

“I am of opinion that the State of Massachusetts, which has adopted this system so generally, and done so much for instruction in this important branch of education, will soon stand in the very first rank, among industrial peoples, for the tasteful ornamentation of its manufactures. In this respect St. Louis, which outranks other Western cities in the variety and aggregate value of her manufactures, aspires to emulate Massachusetts, and therefore regards all money expended in Industrial Drawing as an invest-



ment that will return a hundred-fold to the wealth of the city through the increased value of her products. I value the Smith System especially for its completeness of system and perfect gradation, embracing, as it does, courses in Free-hand, Geometric, Model and Object, Perspective and Mechanical Drawing, and unfolding an admirable method of developing and conventionalizing original ornamental designs, as well as presenting, in an intelligible form, the historic evolution of ancient ornament. While this system surpasses others in scope, it excels them also in perfection and consistency of details."

Other extracts of the same character might be made from the three letters, but it seems hardly necessary to make them, as those made sufficiently explain the views of the superintendents. At the close of Mr. Philbrick's letter he thus expresses his satisfaction in the share which he took in the introduction of the study of Drawing in the Public Schools:—

"The introduction of Drawing into our schools I regard as one of the most important and practical educational steps ever undertaken in this city, and there is no part of my work as an educator which I look back upon with more satisfaction, than upon my efforts to secure efficient instruction in Drawing in the public schools of this city and State."

It will be observed that in the above extracts Mr. Harris, on the one hand, values our adopted system especially for its "systematic completeness and perfect gradation," and that Mr. Philbrick speaks with complacency of his past efforts to secure "efficient instruction in Drawing in the public schools," thereby leaving the reader to infer that, as at present conducted, he considers that end gained. These opinions as to the fitness of the system for its purpose—

which, to use the words of Mr. McAllister, the Superintendent at Milwaukee, is to "divest the study of its special character, and place it on a level with the other branches in the common schools"—are shared by the latter gentleman, who finds in it "the principles which seemed to him fundamental to any attempt at making Drawing a common-school study." To this subject, in a later portion of his letter, he thus refers:—

"I think it only just to state that, in my opinion, no small part of our success has been due to the system adopted. The sound foundations in which the entire course of instruction is based, its admirable adaptation to the organization and objects of the public schools, the accurate methods by which the advancing steps are systematically developed, and the practical direction which is given to the pupil's work from first to last, have all been made so apparent to us, that no objection yet put forward from any source has in the least shaken my confidence in Professor Smith's principles, or the value of the text-books in which they are embodied."

Having now seen what is the judgment of three persons, who, as all will agree, have earned the right to be listened to when they discuss the fitness or unfitness of any system of instruction for school use, we wish to quote some passages from the report of Professor Grundauer to the Minister of Public Instruction in Austria, upon Drawing in the public schools of Vienna, simply to show how close the parallel is between it and that of our own schools. The opening passage describes to the letter our own condition before the introduction of the present system:—

"Drawing was formerly considered as an art of amusement, for whose successful study natural and special aptitudes were neces-

sary. No one thought of teaching it according to a systematic method. Pupils were allowed to draw a little of everything, arabesques, flowers, monuments, machines, etc., and this without enabling them to comprehend the sense or the aim of their work. Experience has now proved that an *exact knowledge of elementary geometric forms* must form the general basis of all instruction in Drawing, and that consequently for beginners, so soon as they have exercised themselves upon straight and curved lines, there can be no better study than that of regular figures formed by the division and combination of such lines. Everybody now recognizes that Drawing must be taught on a methodical plan, and that all purely mechanical processes must be avoided."

The object of school instruction in Drawing and the method by which it is to be given are identically stated in the Austrian report of 1870 upon the pedagogical organization of Primary Schools, which we quote from the chapter on the teaching of drawing, in M. Buisson's Report on Primary Instruction, at the Universal Exposition of 1873, at Vienna:—

"The object of this instruction is to form the eye and the hand of the pupils, to teach them to seize forms and masses clearly and to distinguish them surely; to exercise them in the linear representation of the relations of things in space, and the figuration of objects ending in plane surfaces, straight and curved lines; in short to make them capable of drawing objects of simple form in nature. Geometrical instruction, which is given in the middle and upper classes, comprehends the study of triangles, quadrilateral figures and regular polygons, of the circle, the ellipse, the prism, the pyramid, the cylinder, the cone and the sphere."

In Belgium as well as in Austria the proper foundation for the teaching of the arts of design is considered to be the study of regular forms, and it is precisely upon this basis that our system rests. Its

more directly industrial aim is manifested by the study of design, which is begun in the Primary Schools, and carried through the Grammar into the High Schools. In the first it deals only with regular forms, being in fact a simple exercise in their combination; in the second it widens its material by allowing the use of plant forms, and requiring attention to the laws of growth in dealing with them; while in the third it attempts greater variety, calls in the aid of colors, and takes a more evidently artistic aspect. The artistic can, however, be compassed to a very small degree even in the highest grades of our public schools, on account of the necessary limitations within which the study of Drawing, if permitted at all, must be kept. It has been admitted as a means of giving correctness to the eye, accuracy to the hand, and quickness to the faculties of observation. Such cultivation of the æsthetic instincts as special instructors and regular teachers are capable of giving, aided by the use of casts, flat copies and natural objects in the High School, is encouraged, and, when successful, highly appreciated; but it cannot, from the nature of things, be carried very far. Erroneous ideas about what Drawing in the public schools aims at, and a hitherto unsatisfied desire for artistic instruction of a high order elsewhere, fully account for the opposition which has from time to time manifested itself to the adopted system; but we trust that the first are now dispelled by the explanations which have been given, and that the second will find their satisfaction in the school of art lately opened at

the Museum of Fine Arts, under the direction of Professor Grundmann, from Antwerp.

Before entering into details concerning the study of Drawing, as at present conducted, it may be well to correct certain unfounded reports, that the time devoted to Drawing in the schools has been cut down and the course of study considerably circumscribed. Any one who will compare the programme of instruction for 1875-6 with that for 1876-7, will see that in both the allotted time is two hours per week in the Primary, Latin and High Schools, and one hour and a half in the Grammar Schools. They will further see that the subjects taught are identical, viz.: free-hand, model, memory, design, geometry and perspective. The only change is in the distribution of subjects, and the order in which they are taught in the Grammar Schools, where the February promotions, under the last year's programme, involved waste of material in case books were left half completed at the time of promotion, or confusion caused by the carrying of such books into a higher class, and the consequent use of two sets of books in that class. By the present programme, which has now been in operation for several months, these difficulties were removed and the smooth working of the instruction given was insured. Much thought was bestowed upon the matter by the Director of Drawing, who deserves the thanks of the committee and the masters for the successful solution of a problem of no little difficulty.

Desirous of knowing the minds of the masters upon various points, the committee requested Mr. Charles Barry, one of the special instructors, to visit

the Grammar Schools and obtain written answers to the following questions addressed to each of the masters: —

1. Are large models necessary to the successful use of the model-books in your school?
2. Do you desire to have a special teacher in Drawing supervise the work done in your school?
3. Can you mention any deficiencies in apparatus for teaching Drawing in your school?
4. Is the study of Drawing according to the programme affected by promotions or other changes in your school?

The master of each Grammar School, besides answering these questions, furnished statistics as to the number of pupils and teachers in his school; as to what proportion of teachers held full diplomas, and how many attended the normal art classes, and filled up blanks under the following heads: Name of teacher. Does he or she understand Drawing well enough to teach it properly in her class? belong to any normal art class? hold any certificate of ability to teach Drawing? Gives how many lessons per week? Is any Drawing other than design done out of school? Time given to design in school and out of school. Is instruction given by the teacher upon the blackboard? Time given for model-drawing from solids. Has ruling in this study been allowed? Are the principles of model-drawing taught by the teacher from the blackboard?

The answers to these questions gave the Drawing Committee a great deal of information which was of use to them and the Director in arranging the work

for the present school year. For instance, in regard to the amount of supervision needed from the special instructors, including not only the examinations of drawings, but also counsel to the regular teachers, explanation of difficulties which they had not been able to overcome, etc., etc. It had been found by past experience that many of the Grammar Schools, in which either the master or one of his assistants had passed the Drawing examinations and received certificates, could not, in the opinion of the master, dispense with visits from the special instructors. The thirty-six schools which asked for such monthly visits were accordingly divided between three of them; as the fourth, Mr. Hitchings, was to devote his time altogether to the English High School. By this arrangement Mr. Barry took fourteen Grammar Schools under his charge in addition to the Latin School on Mondays and Thursdays, and the West Roxbury High Schools on Wednesdays, throughout the year; Mr. Baker took eleven Grammar Schools, in addition to the Charlestown High on Tuesdays and Fridays, the Brighton High on Wednesdays, and the Deer Island School, which he agreed to visit once a month, with the exception of December; and Miss Bailey, eleven Grammar Schools, in addition to the Dorchester High School on Tuesdays and Fridays, and the Girls' High School on Mondays and Thursdays. Besides all this work, these three special instructors undertook to visit each of the Primary Schools connected with the Grammar Schools under their charge, once in every three months. It will be acknowledged by any impartial persons who consider the amount of

labor involved in the carrying out of this scheme by the special instructors, that they have a great strain put upon them, and those who know that none of it can be dispensed with until the regular teachers are much more generally qualified to give instruction than they are at present, especially in the subjects of model-drawing and design, will agree that to dispense with any of them would gravely compromise the ultimate success of these branches of study in the schools. This economical measure cannot be safely taken until the lessons given to teachers at the Normal School by its master, and by the Director of Drawing, shall have enabled those who have not yet passed their examinations to obtain certificates by so doing. Many have already done so, and many, who, having done so, still feel themselves in need of further light, return year after year to the normal classes with the most commendable zeal; but, nevertheless, as the statistics above quoted show, more than one hundred Grammar-School teachers have not yet passed their examinations. The normal classes have, however, been attended by more than three-fourths of the city teachers, and more than one-half have received certificates of competency to give instructions in Drawing after examination. The effect of this shows itself in the more equal results obtained from the schools. On this point the Director of Drawing, in his notes on Drawing for the year 1876, says with truth:—

“There can be no more reason for the superiority of one school to another in Drawing or Music than in Writing or Arithmetic, and it is to be regarded as a sign of general advancement that the distinction obtained by certain schools in the teaching of Draw-

ing is becoming a thing of the past, without any deterioration on their parts. As all the teachers acquire skill in manipulation, and experience in teaching Drawing, the few who used to monopolize this skill, and to display it by the attainments of their pupils, must expect to be equalled in the results reached."

Such a nearer equalization of results was perceptible at the annual exhibition of Drawing in March last. To those who remembered former exhibitions sufficiently to enable them to compare it with them, it was clear that the teaching of the subject was more generally good, or, in other words, that the regular teachers had become more competent to give instruction.

The interest of the public in the last exhibition showed no abatement, but rather an increase upon that manifested in former years. During the three days of its continuance 30,266 persons visited the two halls containing the State and City exhibitions, and on the Wednesday afternoon additional police officers were required to regulate the ingress and egress of the crowd.

As the evidence afforded by this exhibition, both as to improved results and to the interest of the public in the subject of Drawing in the public schools, may be said to be conclusive, and as the cause of the former is patent, we may congratulate ourselves on the increased facilities offered to teachers for instruction since the commencement of the present term, at the Normal School. In the large hall at the Rice-School building, weekly lessons are now given by the master, Mr. Dunton, and the Director of Drawing, Mr. Walter Smith, not only to the pupils of the Nor-

mal School, but also to the regular school-teachers, who until this year were taught by the Director and the special instructors in school-buildings situated in different parts of the city. Effort is thus centralized, the influence of the Normal School widened, and its true mission more completely carried out. From this change we may look for excellent results both to the Normal School and to the regular teachers who are permitted to share in its benefits.

Among minor but at the same time important improvements in the Drawing system, we may mention the substitution in many of the Grammar Schools of large-sized models of geometrical solids for the small ones hitherto exclusively used. This was asked for by nearly all the Grammar-School masters, who felt that they were essential to the successful teaching of model drawing. The examination in this subject, which is shortly to take place in accordance with the regulations of the programme, will, as we have reason to believe, show that they have been of great use. In concluding this part of the Annual Report which relates to Drawing in the public schools, your committee is happy to be able to state that its condition appears to be in every respect more satisfactory than at any previous period since its introduction under the present system.

FREE EVENING DRAWING SCHOOLS.

These are at present five in number, situated at Charlestown, East Boston, Jamaica Plain, Dorchester, and Tennyson street, the last being in fact two

schools; one for drawing from flat copies and casts as well as for design, the other for mechanical drawing and building construction. Both are, however, placed under one principal, to whom all questions connected with their general conduct are referred, although practically he presides over the first only. The other schools are under the direction of acting principals, who, in consideration of the responsibility placed upon them, are paid one dollar more per evening for their services than the assistants. This arrangement, which was made at the commencement of the present term of the Evening Drawing Schools in October, has worked well, and on this account, as well as because it is an economical measure, is to be commended.

The following table shows the number of pupils registered in these schools, and the average of attendance during the three last months of the year, with the exception of the Dorchester School, for which statistics are given only during October, and of that at East Boston, of which it gives information during October and November. It will be observed that the number of pupils registered at each school has increased each month, thus proving an increase of public confidence in the efficiency of the instruction given. The increased average of pupils over last year points in the same direction. Thus, at page 37 of the Superintendent's report, he states that the average number in 1874-5 was 412, taught by sixteen teachers, while our table shows that in October, 1876, there were 681 pupils, taught by fourteen teachers. With but one exception, the Evening Drawing

Schools are located as before. The transfer of the East Boston School from Webster street to its present excellent quarters over the Branch Public Library has had a most beneficial effect upon the attendance, as it is easily reached and altogether well situated.

OCTOBER, 1876.

SCHOOLS.	No. of Sessions.	Whole No. Registered.	Average No. belonging.	AVERAGE ATTENDANCE.			Average No. teachers, including Principal.	Average No. pupils to a teacher, excluding Principal.
				Males.	Fem.	Total.		
Tennyson St.	18	280	185	76	10	86	5	22
Charlestown	18	201	190	55	3	58	2	29
East Boston	18	272	144	.....	.....	79	3	26
Dorchester	9	82	80	46	17	63	2	31
Jamaica Plain	10	91	82	44	18	62	2	31

NOVEMBER, 1876.

Tennyson St.	16	312	214	85	11	96	5	24
Charlestown	16	260	230	63	5	68	2	34
East Boston	16	286	161	.....	.....	58	3	29
Dorchester . . . . .	.....	.....	.....	.....	.....	.....	.....	.....
Jamaica Plain	8	96	83	40	14	54	2	27

DECEMBER, 1876.

Tennyson St.	16	338	180	75	9	84	5	21
Charlestown	16	235	250	57	7	64	2	32
East Boston . . . . .	.....	.....	.....	.....	.....	.....	.....	.....
Dorchester . . . . .	.....	.....	.....	.....	.....	.....	.....	.....
Jamaica Plain	9	100	83	32	10	42	2	21

MUSIC.

The condition of musical study in the Public Schools was fully and ably reported each year, until Dr. J. B. Upham, to whose efforts the City of Boston especially owes the establishment of the present excellent system, retired from the School Board, and consequently ceased to hold the office of Chairman of the Committee on Music. Since that time, with the exception of a very short report, relating solely to the Programme of Instruction, the annual series of reports has been interrupted, and as the musical exhibition by the pupils of the public schools has been also temporarily discontinued, the public has had scant opportunity for information about a branch of study in which a wide interest is felt. Ample details concerning its former history are to be found in the series of reports above referred to, among which that of 1871 may especially be mentioned as explanatory of the system still pursued, with results which should make it safe from changes calculated to impair its efficacy.

The changes made within the last two years are not, as it seems to us, in all cases for the better. The diminished supervision, for instance, over the Primary Schools, which was ordered by the School Committee as a step towards that cessation of special instruction which can only be reached when all the regular teachers are fully qualified for their task, may do little harm in some schools, while in others a tri-monthly instead of a monthly visit from a special instructor seems hardly sufficient. It is true, that in response to a circular issued last spring by the Committee on

Music to the masters of the Grammar Schools, in which the question was asked, "Are the Primary-School teachers of your district able to teach what is required in Music?" they very generally said, Yes; but still it is important to have this fact clearly ascertained by examinations as soon as possible. It is most desirable that we should know the quality of teaching in the Primary Schools, because the after-progress of the pupils depends so much upon its being good. In the Report for 1861 reference is made to the then existing doubts of many persons as to the "practicability of doing anything effectually among the children of the Primary Schools." The committee was, however, so firmly convinced that "much could and ought to be done," that it successfully resisted the doubters, and brought about the compilation of the present charts and text-books, whose effect has been to justify their conclusions so amply. Those who are unacquainted with the subject have little idea how easily very young children can be taught to read music, or, in other words, to give with the voice the sound corresponding to the written notes of the scale. They also know as little how this simple and invaluable faculty is developed with increasing difficulty as a child grows older, until, if he delays the attempt until he is a man, it gets almost beyond his reach. Both on this account, and because we regard singing in the Primary Schools as the most restful and pleasurable of exercises, we respectfully express the hope that the limitation of singing to ten minutes, lately made by the School Board, may be reconsidered, and that the chil-

dren may be again allowed to sing during ten minutes in each session.

We have yet to speak of a great change made in the department of musical instruction, which was rendered necessary by the growth of the city through recent annexations. We refer to the substitution of the so-called vertical for the horizontal system in the work of the special instructors. Owing to the great widening of the area throughout which lessons must now be given, it is no longer practicable to keep all Primary or Grammar School instruction under the charge of one and the same special instructor, as so much of his time would be consumed in getting to and from widely separated schools. To reduce the time necessarily spent in the transit from one school to another to a minimum, the schools are now divided into as closely lying groups as possible, and a certain number of these, both as to Primary and Grammar supervision, are placed under the care of one instructor. The High Schools continue, as before, in the charge of the Director of Music, Mr. Julius Eichberg, but the lower grades are divided between the six special instructors in the following proportion: Mr. Sharland has eight Grammar Schools, of which he visits one on Mondays, Wednesdays and Saturdays, and two on Tuesdays and Thursdays, besides his tri-monthly visit to each of their dependant Primaries. Mr. Holt has nine Grammar Schools under his charge, with their Primaries; Mr. L. W. Mason, Miss Garlin and Mr. J. M. Mason the same number; and Mr. Hiram Wilde, ten. Besides this regular work of instruction and supervision, the Director and three of the special

instructors have each undertaken to give a series of lessons at the Normal School to its pupils and to the regular teachers in the public schools. Mr. Luther W. Mason's course upon the teaching of Music in the Primary Schools has already been given, that of Mr. Holt upon Grammar-School instruction is in progress, and when completed will be succeeded by a course on the same subject by Mr. Sharland, and this by another on High-School instruction by the Director of Music.

The organization of these courses at the Normal School is without question the most important step taken by the present Committee on Music. It opens to the special teachers in all grades of schools an opportunity of obtaining instruction such as they have never before enjoyed, and will make the holding of examinations and the granting of certificates of capacity to teach for the first time possible.

We do not think it necessary to enter into minute details concerning the musical system followed in our public schools, as a lucid and minute account of it was given in the report of the Music Committee for 1871, and the short report of the present committee, included in this volume, gives the programme of instruction, to which all interested persons may be referred for information. Those who give themselves this trouble will, if they have not already done so, hasten to test the value of the system by visiting the different grades of schools for the purpose, and none can do so without being both surprised and satisfied. The level of proficiency attained within the limits fixed for each grade is so even, that the visitor need hardly trouble himself to

inquire which schools are best worthy of his inspection, nor shall we help him by naming any, as we know that he can hardly go wrong. He will find in any Grammar School a body of pupils with fresh, young voices, able to sing a two, or even a three part song, of reasonable difficulty, which he may please to write upon the blackboard, though they may have never before seen or heard it. If he should examine them he will discover that they know all common measures, are as familiar with the chromatic as with the diatonic scale, can tell him what key any piece of music is written in, and that they can be skipped about through major and minor intervals with little risk of error. The sort of training to which they have been subjected has given them so accurate a knowledge of the position of each note in any scale, that they will recognize its relative position to the tonic, whatever that may be. Thus, for instance, if a series of perfect chords in different keys, as those of *do, sol, re* and *mi*, be written with their signatures upon the blackboard, the pupils in the upper classes will sing the notes as they stand in each scale; or, to take another exercise as exemplifying skill in reading music, if a series of triads be written, and a succession of notes, which, when sung will form a melody, be touched with a pointer, the voices will follow it correctly, even when the time is somewhat of the presto order. If the class be divided, and a two-part harmony, into which notes of different value, and even an occasional suspension, may be introduced, is picked out with two pointers, the result will generally be equally good. The process is in

some measure analogous to that of selecting single letters from a heap to form coherent sentences, and the listener will derive the same sort of pleasure from the progressive result, as that which he would obtain from watching an artist as he worked out a figure upon a blank canvas, or modelled some graceful shape out of a lump of plastic clay.

To give this power of singing at sight is after all the great aim of musical instruction in our public schools, and this for two reasons, one of which concerns the individual who has been enabled to acquire it, the other the public, whose means of elevated enjoyment are increased by it. The advantage to the individual of being made able to take part in choral exercises, and thus aid in presenting the works of the great composers to the public, need not be dwelt upon; nor need we dilate upon the many hours of happiness which it will assuredly add to his life at home as well as abroad. With his gain that of the public goes hand in hand, for the mass of singers trained to read music correctly in our schools will more and more supply the material of our great choral societies, which are among the most important factors of the very best sort of high and healthy pleasure for our citizens at large. Such being the case, the city may well be considered to act wisely in making a large annual expenditure for instruction in music, as it is sure to receive a full equivalent in the ever-increasing army of trained singers which it produces.

In a recent report to the Committee on Music, the Director says:--

"I hope I shall not be considered as over-sanguine when I say that the time is near when many hundreds who graduate annually from the schools will, by taking part in our great choral performances, contribute to increase that improvement in their character which has lately been so manifest."

We quote the following passage from Mr. Eichberg's report to the committee, written after a tour of inspection, as the favorable opinion expressed in it tallies with that resulting from our own observations:—

"It gives me pleasure to testify to a marked advance in most of the schools which I visited. In many of the upper classes of the Grammar Schools I found a very satisfactory readiness in singing at sight such exercises and solfeggios as I placed on the blackboard in order to test it. Most of the classes have gained in clearness of enunciation and evenness of delivery, and the tendency to shout, which especially manifests itself in boys' classes, has diminished to a great degree."

Mr. Eichberg points out a want in many schools which can be supplied at a small expense, and to their great advantage; namely, that of pitch-pipes, uniformly tuned.

"If," he says, "it is difficult even for a professional musician to pitch a song correctly without the aid of an instrument, we cannot wonder that persons of a more limited musical culture like our teachers in the public schools are unable to do so with any certainty. They take the pitch now too high and now too low, and the effect in the long run is injurious to the pupil's ear and voice."

In concluding this report, your committee would express the hope that the School Board may sanction the holding of a musical exhibition in the spring, which

will enable the general public to judge of the present proficiency of the school-children. The exhibitions which were held in past years have been discontinued of late; but although it may not be advisable to make them annual, it would be, for equally good reasons, most unadvisable to discontinue them altogether. We do not suppose that this course was ever contemplated, and, if not, the interval which has elapsed since the last one was held would seem to be sufficiently long. No one who has ever attended such an exhibition can forget the impression produced upon him by the peculiar resonance of hundreds of fresh young voices blending together in unison, or uniting in the harmony of part-songs. Of all choral singing, other things being equal, it is the most moving, the most sympathetic; and when we add to this the emotional interest taken in it by parents, relations and friends, which works magnetically throughout the audience, we may safely say that one of the pleasures which the citizens of Boston would be most reluctant to give up would be that of hearing the school-children sing, as they are now able to sing, at least once in three years.

Should it be possible, as has been suggested, to hold such a festival in the new Tabernacle on Tremont street, with a chorus of 2,000 children, we may predict a success which will long be remembered in our city.

CHARLES C. PERKINS, *Chairman.*
JOHN E. BLAKEMORE,
JOHN G. BLAKE, M.D.

BOSTON, December, 1876.



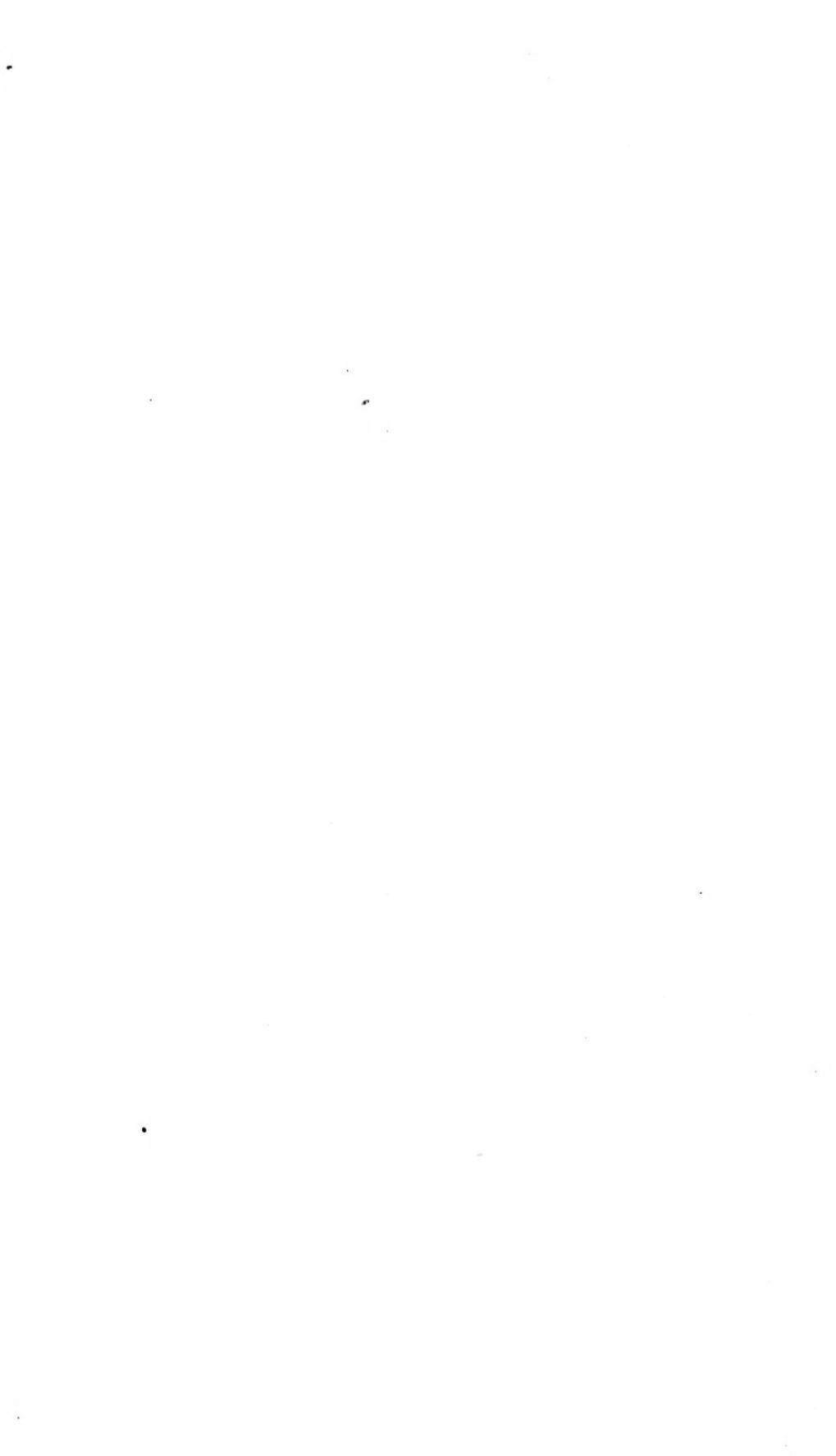
REPORT

OF THE

SUPERINTENDENT OF PUBLIC SCHOOLS

FOR THE YEAR ENDING

J U L Y 31, 1876.



REPORT.

To the School Committee of Boston:—

In conformity with the requirements of your regulations, I respectfully submit the following as my Forty-second Report, the Thirtieth of the semi-annual series.

SUMMARY OF STATISTICS

FOR THE SCHOOL YEAR ENDING AUGUST 31, 1876.

I. POPULATION.

Population of the city, State Census, 1875	341,919
Number of persons in the city between five and	
fifteen years of age, May 1, 1876	58,636
Decrease for the year	1,619

II. SCHOOLS.

Number of <i>districts</i> into which the elementary schools are grouped for supervision by principals	50
Number of <i>divisions</i> into which the districts are grouped for supervision by Committees of the Board	9
Normal School, for girls	1
Number of High Schools	8

Latin School, for boys.	
English High School, for boys.	
Girls' High School, for girls.	
Roxbury High School, for boys and girls.	
Dorchester High School, for boys and girls.	
Charlestown High School, for boys and girls.	
West Roxbury High School, for boys and girls.	
Brighton High School, for boys and girls.	
Number of Grammar Schools	50
For boys, 11 ; for girls, 11 ; for boys and girls, 28.	
Number of Primary Schools for boys and girls	423
Increase for the year	9
Number of schools for Licensed Minors	2
School for Deaf-Mutes	1
Kindergarten	1
Whole number of Day Schools	486
Increase for the year	9
Number of Evening Schools	17
" " " Drawing Schools	6
Whole number of Day and Evening Schools	509
Increase for the year	11

III. SCHOOL-HOUSES.

Number of school-houses for High Schools	8
School-rooms, 66 ; class-rooms, 34 ; halls, 9 ; seats, 2,997.	
Number of school-houses for Grammar Schools	50
School-rooms, 569 ; halls, 37 ; seats, 30,619.	
Number of school-houses for Primary Schools belonging to the city now occupied	86
School-rooms, 406 ; seats, about 22,495.	
Grammar School divisions in Primary School-houses	27
Grammar School divisions in hired buildings	4
Primary Schools in Grammar School-houses	33

Primary Schools in Ward-rooms	3
Primary Schools in hired buildings	19
Number of Ward-rooms in Grammar School-houses	1
Number of Ward-rooms in Primary School-houses	4

IV. TEACHERS.

Number of teachers in High Schools	97
Male teachers, 53 ; female teachers, 44.	
Number of teachers in Grammar Schools	617
Male teachers, 97 ; female teachers, 520.	
Increase for the year	10
Number of teachers in Primary Schools	423
Male teachers, 0 ; female teachers, 423.	
Increase for the year	9
Number of teachers in the schools for Licensed Minors, females	2
Number of teachers in Deaf-Mute School, females	8
Number of teachers in Kindergarten, female . . .	1
Number of teachers in Day Schools	1,148
Male teachers, 150 ; female teachers, 998.	
Increase for the year	18
Number of teachers in Evening Schools	142
Male teachers, 36 ; female teachers, 106.	
Decrease for the year	8
Number of teachers in Evening Drawing Schools, males	16
Whole number of teachers	1,306
Male teachers, 202 ; female teachers, 1,104.	
Regular teachers, 1,256 ; special teachers, 50.	
Aggregate increase for the year	10

V. PUPILS.

Number of different pupils enrolled,—	
Males	29,584
Females	25,833
Total	55,417
Ratio of the number of different pupils enrolled to the school population of the city . . . . .	.94
Average whole number of pupils belonging to day schools of all grades during the year	46,098
Ratio of the number of pupils belonging to the schools to population of the city . . . . .	.13
Ratio of the number of pupils belonging to the schools to school population . . . . .	.78
Average daily attendance of pupils in all the day schools	42,797
Average daily absence of pupils in all the day schools	3,301
Average per cent. of attendance of all day schools	92.8
Average whole number of pupils belonging to the High Schools	2,173
Boys, 1,164; girls, 1,009.	
Average daily attendance at High Schools	2,062
Per cent. of attendance at High Schools	94.8
Average number of pupils to a regular teacher in High Schools	25.1
Average whole number of pupils belonging to Grammar Schools	24,329
Boys, 12,905; girls, 11,424.	
Average daily attendance at Grammar Schools	22,867
Per cent. of attendance at Grammar Schools	93.9
Average number of pupils to a regular teacher in Grammar Schools	46.8
Average whole number belonging to Primary Schools	19,439
Boys, 10,535; girls, 8,904.	
Average daily attendance at Primary Schools	17,728

Per cent. of attendance at Primary Schools	91.0
Average number of pupils to a regular teacher in Primary Schools	45.4
Average whole number belonging to the Schools for Licensed Minors	67
Average daily attendance at schools for Licensed Minors	60
Average whole number belonging to School for Deaf Mutes	65
Average whole number belonging to Kindergarten School	25
Average whole number belonging to Evening Schools	2,913
Average attendance at Evening Schools	1,598
Average whole number belonging to Evening Drawing Schools	412
Aggregate whole number belonging to Day and Evening Schools	49,423

VI. EXPENDITURES.

Salaries of Officers of School Committee and Truant Officers	\$31,428 35
Salaries of Teachers, High Schools	173,705 96
Grammar Schools	649,027 67
Primary Schools	325,589 10
Licensed Minors' Schools	1,600 00
Deaf-Mute School	6,933 28
Evening Schools	38,472 00
Kindergarten School	800 00
Special Instructors	39,247 23
Whole amount of salaries of teachers	1,235,375 24
Incidental expenses	470,830 68
By Com. on Public Buildings \$356,039 62	
By School Committee	114,791 06
Whole amount of incidental expenses, including salaries of officers	502,259 03

It appears that the *total expenditures for all school purposes* during the last year was \$2,015,380.84, against \$2,081,043.35 for the preceding year, showing a decrease of \$65,662.51, owing to a diminution of outlay for school accommodations. The whole amount of the *current expenses* for the last year was \$1,737,634.27, against \$1,724,373.61 for the preceding year, showing an increase of \$13,260.66. The increase in the amount of the salaries was \$18,366.32; and the decrease in the item of incidentals, which includes all the current expenses except salaries, was \$5,105.66. It is gratifying to see a turn of tide in the item of incidentals, which has increased during the past ten or fifteen years in a ratio considerably greater than that of the increase of the salaries.

The cost per scholar in the day schools for tuition and incidentals the past year was \$36.15, against \$36.85 for the preceding year,—a decrease of \$.70.

The ratio of the amount appropriated for the *current expenses* of the public schools to the total amount of appropriations of the city for the year 1876-77 was .14+, the same as that for 1875-76.

HIERARCHY OF SCHOOLS.

Our system comprises four grades of day schools,—the Primary, Grammar, High and Normal.

1. The Primary Schools are in separate buildings, containing from one to twelve school-rooms, six rooms being the standard number. Pupils are admitted at five years of age, and the course of instruction is designed for three years, with six half-yearly

steps. For pupils who are above the proper age of Primary pupils, and yet are not qualified for the Grammar grade, there are schools called "Intermediate," although they are of the Primary grade of instruction; their twofold object being to relieve the Primary classes from pupils of an unsuitable age, and to shorten the term of the preparation of these backward pupils for the Grammar Schools.

2. The Grammar Schools are next above the Primary, practically receiving their pupils from the latter at eight or nine years of age, although there is no age qualification requisite for this grade of schools. The course of instruction comprises six steps, each requiring about one year. The Primary and Grammar School courses together constitute the complete elementary course of instruction designed for all pupils. No pupils are expected to end their schooling with the Primary course, and those who do stop there are exceptional cases.

3. The High Schools constitute the third grade of the system. They are devoted to the secondary instruction, or the first stages of a liberal education. Grammar-School graduates and pupils of equivalent attainments are entitled to admission, with some limitations as to the minimum age. But our High Schools are fortunately of different types, mixed and unmixed, classical and real. The Latin School receives pupils at nine years of age, with qualifications about equivalent to the requirements of the first year's Grammar-School course. Its full course comprises eight classes and eight years. Hereafter the other seven High Schools are to have a uniform

course of three years. For the graduates a post-graduate course of one year is provided,—for the girls in the Girls' High School, and for the boys in the English High School.

4. The Normal School, for the professional instruction and training of teachers, is now distinctly graded above the High Schools, and the qualification for admission is the completion of the High-School course, or its equivalent.

5. Besides the foregoing grades, the system comprises an Evening High School, and Evening Elementary Schools, schools for Licensed Minors (newsboys and bootblacks), a school for Deaf Mutes, a Kindergarten, and Evening Industrial Drawing Schools.

NORMAL SCHOOL.

The number of regular teachers in this school the last year was three, and the average number of pupils was sixty-nine. Sixty-one received diplomas of graduation at the close of the school year.

Twenty-four years ago, a Normal School for qualifying female teachers for the public schools of the city was established by the School Board on a rational basis, in accordance with the advice of my predecessor. Very soon the original plan, purpose, and organization of the school were radically changed, and it is hardly an exaggeration to say that during almost the whole period that has elapsed since the establishment of the school the arrangements and provisions for giving the requisite normal training to female teachers for our public schools have been insufficient

and unsatisfactory. But at length, after experiments and delays, extending over a period of nearly a quarter of a century, we are able to say that we have a well-organized and efficient Normal School, established on a broad and firm foundation. It is in charge of an able and experienced corps of instructors. The standard of qualifications for admission is high, and it was, perhaps, the first Normal School in the country to require of its candidates as a preparation for entrance the completion of a High-School course of instruction. Its course of training is but one year, but it is exclusively professional. The four great pedagogical branches — psychology, physiology, ethics and logic — are here judiciously handled. The methods of teaching the common-school branches are taught both theoretically and practically. A large Grammar School for boys, and a large Primary School with pupils of both sexes, afford ample opportunity for the training of the pupil teachers in the actual work of the school-room. There is, besides, especial encouragement for the best graduates of our High Schools to take the year's course in this school, not only in the excellent instruction to be obtained, but in the advantages it will afford in securing an early appointment, and in the increased salary at the beginning of service which it guarantees.

All good institutions have more or less evils and difficulties to contend with, and this is not an exception in this respect. The peculiar difficulty which a school like this has to contend with is that of discriminating between those of its pupils who have talent for teaching and those who have not, and of

convincing the latter that it is their duty to engage in some other occupation. If the head-master finds in the course of the year that there are some pupils who give little promise of success, he may, perhaps, privately advise them to withdraw from the school. But such advice is usually most unweleome, and is rarely accepted as wise and impartial. Still it seems desirable that such advice should be given in some cases.

The occupancy by the Normal School of the new quarters assigned it, in the Rice School-house, affords an opportunity for putting in operation a new and promising instrumentality for increasing the efficiency of our teaching corps, which has for some time been in contemplation. I mean the institution of special courses of training in methods of teaching particular branches for teachers of different grades already in the service. Of course this instruction must be given on the afternoons of Wednesday and Saturday. Already the work on this new line has been begun. Arrangements have been made for a course of ten lessons, by Mr. L. W. Mason, on the method of teaching music in Primary Schools, the pupils of the Normal School and the teachers in the Primary Schools being admitted; courses on the methods of teaching music in Grammar Schools, by Messrs. Holt, Sharland and Eichberg. Arrangements have also been made for courses in the different departments of drawing, namely, geometrical drawing, perspective, and free-hand, model drawing and design. It is hoped that additional provisions will be made for courses in penmanship, reading, and indeed ultimately in all the

other branches taught in our elementary schools. It is obvious that this instrumentality has very large capabilities.

The following table shows the number and average age of pupils who joined the Boston Normal School, from each High School, and from other sources, and entered upon the course of study in the fall of 1876:—

SCHOOLS.	NO. JOINED.	AVERAGE AGE.
Girls' High School.....	54	19.0
Roxbury ".....	12	18.8
Dorchester ".....	5	19.1
Charlestown ".....	5	18.8
West Roxbury High School.....	3	18.1
Brighton ".....	1	17.7
Other sources.....	7	19.11
<hr/>		
Totals.....	87	18.10
	.	

Of those who joined the school, there were,—

Between seventeen and eighteen . . .	20
Between eighteen and nineteen . . .	31
Between nineteen and twenty . . .	22
Between twenty and twenty-one . . .	10
Over twenty-one	4
	—
	87

HIGH SCHOOLS.

The petition of citizens of East Boston, in 1874, for the establishment of a High School in that section of the city, raised the question as to the future policy of the city in respect to the maintenance of this grade of public schools. Nobody openly questioned the necessity or expediency of providing High-School instruction as a part of the system of public instruction. It is too late to raise that question in this community. But the substance of the question to be decided was this: Shall all the instruction in this grade of schools be limited to two or three central schools, of different descriptions, or shall provision be continued for district or local High-School instruction? And if local provision is continued, shall it be in branch schools, or in independently organized schools? The responsibility of settling this important question fell upon the present Board, and, in my judgment, it has been wisely disposed of by deciding to continue the local schools with some limitations as to the length of the courses of study. The existing local schools which came to our system by annexation could not be discontinued without violating implied pledges to the annexed districts where they are situated. Nor could they be reduced to the condition of mere branches without impairing their efficiency. But there could be no very strong objection to the plan which was adopted as a provisional arrangement, in the interest of economy, of providing for the instruction of all such pupils as desire to pursue their studies beyond a three years' course, to do so in the central

schools, where the advantages will be much greater in proportion to their cost.

The new programmes cannot of course be regarded as a finality; for, in the matter of High-School programmes, we have by no means reached perfection. But the changes made have been for the most part in the right direction.

The adoption of the regulation which cut down the number of male teachers in the mixed High Schools was, I cannot but think, a retrograde step. I do not allow that anybody goes before me in just appreciation of the capabilities of women as teachers in High Schools. And yet, in my judgment, it is not best that the instruction in our High Schools, which are composed of pupils of both sexes, should be exclusively in the hands of women, with the exception of the teaching done by the principals. Boys who have been mainly taught by women in the elementary course need all the more in the higher course the influence of the training which comes from the masculine mind.

The number of pupils admitted to the High Schools, September, 1876, was 897 — 515 boys and 382 girls — against 926 — 551 boys and 375 girls — for the preceding year, the decrease being twenty-nine.

The number of diplomas of graduation awarded at the exhibition in July was 407 against 455 for the preceding year.

The following table shows the number of regular teachers, the average number of pupils, and the average number of pupils to a regular teacher, in each of the High Schools, during the half-year ending July 31, 1876: —

SCHOOLS.	No. of Reg Teachers.	Average No. of pupils.	Av'ge No. of pupils to a Regular Teacher.
Latin.....	13	355	27.3
English High.....	18	483	26.8
Girls' High	22	569	25.9
Roxbury High.....	8	173	21.6
Dorchester High.....	5	133	26.6
Charlestown High.....	8	199	24.9
West Roxbury High.....	4	75	18.8
Brighton High	3	50	16.7
Totals.....	81	2,037	25.1

The following table shows the number of scholars who received the diplomas of graduation, at the close of the school-year, in each of the High Schools:—

SCHOOLS.	Boys.	Girls.	Total.
Latin.....	19	....	19
English High	95	....	95
Girls' High { Regular Course .....	....	126	126
Regular and Extra.....	....	40	40
Roxbury High.....	18	23	41
Dorchester High.....	14	23	37
Charlestown High.....	14	20	34
West Roxbury High.....	4	5	9
Brighton High.....	3	3	6
Totals.....	167	240	407

LATIN SCHOOL.

The following table shows the number and average age of boys admitted to the Latin School from each Grammar School, and also the number admitted from other sources, September, 1876 :—

SCHOOLS.	No. Admitted.	Average Age.	SCHOOLS.	No. Admitted.	Average Age.
Adams	1	15.3+	Lewis	2	17.2—
Bennett	1	9.7—	Lincoln.....	3	13.3+
Bigelow	3	13.3+	Mayhew	2	14.9+
Brimmer	8	13.3—	Mt. Vernon.....	1	13.2—
Bunker Hill.....	3	15.7—	Phillips.....	10	13.6+
Central.....	3	12.7—	Preseott, Ch.	3	15.
Chapman	3	15.7—	Quiney	3	14.6—
Dearborn.....	1	13.—	Rice	12	13.6+
Dudley.....	1	14.5—	Sherwin	1	14.8+
Dwight	9	13.3—	Warren	6	15.3
Eliot	1	13.+	Winthrop.....	2	13.6—
Everett, Dor.....	2	14.4	Other sources ...	45	14.9
Florence	1	14.1—	Totals.....	138	13.99+
Harris.....	3	14.1			
Lawrence.....	8	13.3			

Of those who were admitted, there were,—

Between nine and ten.....	4	Between fifteen and sixteen	19
Between ten and eleven	7	Between sixteen and seventeen	15
Between eleven and twelve.....	10	Over seventeen.....	18
Between twelve and thirteen	21		
Between thirteen and fourteen	15		
Between fourteen and fifteen	29		

ENGLISH HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted into the English High School, from Grammar Schools and from other sources, and joined the school at the beginning of the school year, September, 1876:—

SCHOOLS.	No. joined.	Average Age.	SCHOOLS.	No. joined.	Average Age.
Adams	18	15.3—	Lincoln	10	15.5
Andrew	7	14.3+	Lyman.....	7	14.7+
Bigelow.....	11	14.8+	Mayhew	10	15.2+
Brimmer	16	14.5	Minot.....	1	16.+
Bunker Hill	4	15.2—	Phillips	15	15.2+
Central	1	16.3+	Prescott.....	8	14.9+
Chapman	12	15.3+	Prescott, Ch.	4	15.5+
Comins	1	14.5	Quincey.....	11	14.5—
Dearborn	5	15.8+	Rice	31	15.3—
Dwight	20	15.5	Sherwin	2	14.2+
Eliot.....	14	14.+	Warren	1	16.8+
Gibson	4	14.8—	Winthrop, Ch.	5	14.9
Harvard	2	14.8+	Other sources.	7	16.2—
Lawrence	13	14.7+	Totals.....	247	15.
Lewis.....	7	16.+			

Of those who were admitted, there were,—

Under twelve years.....	2
Between twelve and thirteen years ...	2
Between thirteen and fourteen.....	36
Between fourteen and fifteen.....	80
Between fifteen and sixteen.....	79

Between sixteen and seventeen	38
Between seventeen and eighteen	10
Total:	247

GIRLS' HIGH SCHOOL.

The following table shows the number and average age of pupils who joined the Girls' High School, from each Grammar School, and from other sources, and entered upon the course of study in the fall of 1876:—

SCHOOLS.	No. joined.	Average Age.	SCHOOLS.	No. joined.	Average Age.
Adams.....	4	15.10	Hillside.....	2	15.37
Bowditch	7	15.43	Lewis	12	16.05
Bowdoine.....	7	15.94	Lowell.....	3	15.30
Chapman	7	15.82	Lyman	2	16.42
Comins	4	15.56	Minot	3	15.03
Dearborn	5	15.78	Norcross.....	16	14.98
Dudley	4	15.10	Prescott	4	15.91
Everett	29	15.58	Sherwin	6	16.01
Everett, Dor.	3	14.97	Shurtleff.....	17	15.40
Florence	1	14.83	Wells	12	16.08
Frances st.....	3	14.81	Winthrop	23	15.31
Franklin.....	30	16.44	Winthrop, Ch..	1	15.42
Gaston	16	15.64	Other sources ..	39	17.58
Gibson.....	2	16.41	Totals	277	15.93
Hancock	5	14.76			

Of those who joined, there were,—

Between thirteen and fourteen	.	.	8
Between fourteen and fifteen	.	.	54
Between fifteen and sixteen	.	.	87
Between sixteen and seventeen	.	.	70
Between seventeen and eighteen	.	.	42
Between eighteen and nineteen	.	.	10
Over nineteen	.	.	6
			277

ROXBURY HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Roxbury High School, from Grammar Schools, and from other sources, and also the number of those who joined the school and entered upon the course of study, in the fall of 1876:—

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Comins.....	4	2	4	2	15.1	15
Dearborn.....	4	7	4	7	16	16.7
Dudley (<i>Boys</i>).....	10	0	10	0	15.8	—
Dudley (<i>Girls</i>)	0	9	0	9	—	15.6
Lowell	4	3	4	3	15.5	15.5
Lewis	8	2	8	2	16	16.08
Rice	2	0	2	0	15.3	—
Sherwin	3	2	3	2	17.2	15.11
Others sources.....	3	4	3	4	15.4	17.7
Totals	38	29	38	29	15.9	16.1

Of those who joined the school, there were,—

Between thirteen and fourteen years . .	3
Between fourteen and fifteen	13
Between fifteen and sixteen	21
Between sixteen and seventeen	17
Between seventeen and eighteen	11
Between eighteen and nineteen	2

DORCHESTER HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Dorchester High School, from Grammar Schools and other sources, who joined the school and entered upon the course of study in the fall of 1876:—

SCHOOLS.	Admitted.		Average Age.	
	Boys.	Girls.	Years.	Months.
Mather.....	1	..	13	9
Harris.....	4	7	15	5
Everett.....	9	..	15	3
Stoughton.....	3	5	14	9
Gibson.....	1	1	14	7
Minot.....	5	1	15	4
Tileston.....	4	..	16	1
English High.....	1	..	15	9
Girls High	2	..	18	5
Other sources.....	2	..	18	4
Totals.....	32	14	15	7

Of those admitted, there were,—

Between thirteen and fourteen	.	.	.	6
Between fourteen and fifteen	.	.	.	13
Between fifteen and sixteen	.	.	.	12
Between sixteen and seventeen	.	.	.	12
Between seventeen and eighteen	.	.	.	1
Between eighteen and nineteen	.	.	.	2
Over twenty	.	.	.	1
				—
				46

CHARLESTOWN HIGH SCHOOL.

The following table shows the number and average age of the pupils admitted to the Charlestown High School from Grammar Schools, and from other sources, and also the number of those who joined the school and entered upon the course of study in the fall of 1876:—

SCHOOLS.	Admitted.		Joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bunker Hill.....	7	3	15.7½	14.10.6
Harvard.....	6	4	15.4½	15.-½
Prescott, Ch.....	11	7	14.10.9	14.9.7
Warren.....	8	12	15.6	15.-½
Winthrop, Ch.....	2	6	15.-½	15.2.1
Other sources.....	1	1	15.3	14.5
Totals.....	35	33	14.11	14.9

Of those who joined, there were,—

Between twelve and thirteen years	.	.	2
Between thirteen and fourteen	.	.	2
Between fourteen and fifteen	.	.	36
Between fifteen and sixteen	.	.	23
Between sixteen and seventeen	.	.	15

WEST ROXBURY HIGH SCHOOL.

The following table shows the number and average age of the pupils who joined the West Roxbury High School from each Grammar School, and from other sources, and entered upon the course of study in the fall of 1876:—

SCHOOLS.	No. joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.
Central.....	8	....	15.2	....
Hillside.....	....	6	....	16.
Florence.....	2	6	15.2	15.10
Mt. Vernon.....	5	1	14.6	15.2
Other sources .....	....	5	....	16.2
Totals	15	18	14.11 $\frac{1}{2}$	15.9 $\frac{1}{2}$

Of those who joined, there were,—

Between twelve and thirteen	.	.	.	3
Between thirteen and fourteen	.	.	.	8
Between fourteen and fifteen	.	.	.	12
Between fifteen and sixteen	.	.	.	9
Between sixteen and seventeen	.	.	.	1
				—
				33

BRIGHTON HIGH SCHOOL.

The following table shows the number and average age of pupils who joined the Brighton High School from the Grammar Schools and other sources, and entered upon the course of study in the fall of 1876:—

SCHOOLS.	No. joined.		Average Age.	
	Boys.	Girls.	Boys.	Girls.
			Y. M.	Y. M.
Bennett	8	6	15.1	15
Harvard	0	3	-	15.2
Other sources	2	2	17.1	15.1
Totals	10	11	16.1	15.1

Of those who joined the school, there were,—

Between thirteen and fourteen years . . .	2
Between fourteen and fifteen years . . .	7
Between fifteen and sixteen years . . .	7
Between sixteen and seventeen years . . .	5
Between seventeen and eighteen years . . .	1

GRAMMAR SCHOOLS.

The attendance at these schools during the last half year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 24,788 — boys, 13,178, and girls 11,610 — against 24,413, the increase being 375; the daily average attendance, 23,178 against 22,850; and the per cent. of attendance, 93.9 against 93.5. The whole number of regular teachers in this department at the end of the last school year was 580: males, 87; females, 493. In addition to these there were 26 teachers of sewing; and there were 7 teachers of drawing, and 7 teachers of music, who divide their time between the different grades of schools.

The whole number of pupils on the register at the close of the school year was 23,300. These pupils were classified as follows:—

Classes.	No. July 31, 1876.	Per Cent.	
		1874.	1876.
First class (highest)	1,435	.07 .06
Second class	2,247	.10 .10
Third class	3,337	.14 .14
Fourth class	4,139	.18 .17
Fifth class	5,483	.23 .24
Sixth class	6,659	.28 .29

Ages.	No. July 31, 1876.	Per Cent.	
		1874.	1876.
Under eight years	78	.006 .003
eight years	902	.05 .04
nine years	2,585	.11 .11
ten years	3,704	.15 .16

Ages.	No. July 31, 1876.			Per Cent. 1874. 1876.
Under eleven years	.	.	3,976	.17 .17
twelve years	.	.	3,969	.17 .17
thirteen years	.	.	3,708	.15 .16
fourteen years	.	.	2,760	.11 .11
fifteen years and over	.	.	2,261	.08 .09

It appears that the percentages for 1876 do not make so good a showing as those of 1874. In the first place, in the table of classification there is a falling off in the percentage in the highest class, while there is an increase in the percentage of the lowest class. This is not owing to the fact that the pupils left school at an earlier age, as appears from an inspection of the table of ages; for the percentage of pupils fifteen years and over in 1876 is even greater than it was in 1874. The conclusion is, therefore, that there has not been quite so much success in advancing pupils from the lower to the upper classes. Then the table of ages shows that the pupils have not been advanced from the Primary to the Grammar Schools at as early an age as was shown in 1874. So that there are in the Grammar Schools fewer pupils of the lower ages and more of the higher. Perhaps it is not well to put many pupils into the Grammar grade before they are eight years of age; but it is desirable that the greater number should enter before they are nine years of age.

The average number of pupils to a teacher was 46.8 against 46.7 for the preceding year. In the number of diplomas of graduation the falling off was 229.

The following table shows *the average number of pupils to a teacher* (not counting the master's head assistant), in each Grammar School, for the half-year ending July 31, 1876: —

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	10	515	51.5	Hillside	6	229	32.7
Andrew.....	10	389	38.9	Lawrence ..	18	962	53.4
Bennett	6	268	44.0	Lewis.....	12	565	47.1
Bigelow.....	15	746	49.7	Lincoln	11	558	50.7
Bowditch....	9	355	39.4	Lowell.....	7	424	60.6
Bowdoin.....	9	443	49.2	Lyman	12	618	51.5
Brimmer....	13	623	47.9	Mather	7	306	38.3
Bunker Hill.	13	596	45.8	Mayhew.....	10	407	40.7
Central.....	6	320	45.7	Minot	5	230	38.3
Chapman....	11	551	49.2	Mt. Vernon	4	128	25.8
Comins.....	16	770	48.1	Norcross....	14	637	45.5
Dearborn....	18	865	48.1	Phillips	12	490	40.8
Dudley (<i>Boys</i>)	9	428	47.6	Prescott....	12	625	52.1
Dudley (<i>Girls</i>)	6	307	51.2	Prescott, Ch.	10	464	46.4
Dwight.....	12	585	48.8	Quincy.....	13	653	50.2
Eliot.....	15	691	46.0	Rice	14	632	45.1
Everett	14	685	48.9	Sherwin....	18	854	47.4
Everett, Dor.	7	327	40.9	Shurtleff....	13	719	55.3
Florence....	3	125	31.3	Stoughton..	6	207	29.6
Franklin....	14	689	49.2	Tileston....	2	66	22.0
Gaston	9	413	45.9	Warren	13	649	49.9
Gibson	5	216	36.0	Wells.....	9	405	45.0
Hancock....	13	565	43.5	Winthrop...	18	880	48.9
Harris	5	215	35.8	Wint'p, Ch.	11	534	48.6
Harvard, Ch.	13	575	44.2	Totals	530	24,788	46.8
Harvard, Br.	12	284	23.7				

The following table shows the number of scholars who received the *diploma of graduation*, at the close of the schools for the year, in July, 1876, in each Grammar School:—

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	19	9	28	Hillside .....	..	12	12
Andrew	11	..	11	Lawrence.....	27	..	27
Bennet	7	5	12	Lewis	19	19	38
Bigelow	24	..	24	Lincoln	24	..	24
Bowditch .....	..	13	13	Lowell	7	13	20
Bowdoin .....	..	27	27	Lyman	9	11	20
Brimmer	30	..	30	Mather	3	1	4
Bunker Hill ...	15	6	21	Mayhew	14	..	14
Central	12	..	12	Minot	6	5	11
Chapman.....	18	18	36	Mt. Vernon...	7	1	8
Comins	6	15	21	Norcross .....	..	26	26
Dearborn	10	10	20	Phillips	15	..	15
Dudley (<i>Boys</i>)	12	..	12	Prescott	20	9	2
Dudley (<i>Girls</i>)	..	18	18	Prescott, Ch...	10	9	19
Dwight	39	..	39	Quincy	20	..	20
Eliot.....	20	..	20	Rice	37	..	37
Everett .....	..	43	43	Sherwin.....	14	12	26
Everett, Dor ..	9	7	16	Shurtleff .....	..	29	29
Florence	4	7	11	Stoughton	3	7	10
Franklin .....	..	39	39	Tileston	2	..	2
Gaston.....	..	28	38	Warren	13	17	30
Gibson.....	8	4	12	Wells .....	..	20	20
Hancock .....	..	5	5	Winthrop.....	..	31	31
Harris	7	6	13	Winthrop, Ch.	9	9	
Harvard, Ch...	9	3	12	Totals	519	497	1,016
Harvard, Br...		3	3				

PRIMARY SCHOOLS.

The attendance at these schools during the last half-year, as compared with that of the corresponding six months of the preceding year, was as follows:—

The average whole number of pupils belonging was 19,221—boys, 10,613, and girls, 9,043—against 18,184, the increase being 1,037; the daily average attendance, 17,960 against 16,419, and the per cent. of attendance being 91.2 against 90.3. The whole number of regular teachers in this grade at the end of the last school year was 423 against 414. The average number of pupils to a teacher was 45.2 against 43.9; the average number of pupils to a Primary School promoted to the Grammar Schools was 6.8 against 6.6. On inspecting the columns of figures given below, showing the number of pupils sent up to the Grammar Schools by each district, a great disparity is seen,—a greater disparity, indeed, than seems justified by difference of circumstances in respect to the character of the school popular education. But the true merit of a district in this respect is not to be determined by the results of a single year; a comparison of the results of several years would, however, be quite conclusive.

The classes at the end of the year were as follows:—

Classes.		No. July 31, 1876.	Per Cent.	
			1876.	1874.
First Class	.	2,896	.14	.16
Second Class	.	3,180	.16	.15
Third Class	.	2,856	.14	.15
Fourth Class	.	3,017	.15	.15
Fifth Class	.	3,136	.16	.17
Sixth Class	.	5,050	.25	.22

The ages of the pupils at the end of the school year were as follows:—

Ages.		No. July 31, 1876.	Per Cent.	
			1876.	1874.
Five years of age	.	2,728	.14	.16
Six years of age	.	4,237	.21	.23
Seven years of age	.	4,913	.24	.24
Eight years of age	.	4,256	.21	.19
Nine years of age and over	.	4,001	.20	.18

In the foregoing comparative exhibit of classification and ages, it appears that the drift since 1874 has been, as it was in the case of the Grammar Schools, in the wrong direction. In the highest class, the relative number is less, while in the lower it is greater, and the relative number of pupils of the lower ages has diminished, while the relative number of those of the higher ages has increased. If it is desirable that pupils should be admitted to the Grammar Schools before they are nine years of age, it is also desirable that they should get through the Primary Schools before that age. Yet it appears that *twenty per cent.* of the pupils in the Primary Schools at the close of the year were nine years of age and over. An inspection of the detailed statistics of the classification will reveal a very marked difference between districts *in respect to the relative number of pupils in the highest and lowest classes.* In cases where the age, physical development, and proficiency of individual pupils warrant such a course, they should be promoted without waiting for the time of regular promotion by classes. In this way the upper classes may be increased.

The following table shows the number of Primary pupils in each district, and the *average number of pupils to a school or teacher, during the half-year ending July 31, 1876:*—

DISTRICTS.	No. of Schools.	Avg. whole No. of Pupils.	No. of Pupils to a School.	DISTRICTS.	No. of Schools.	Avg. whole No. of Pupils.	No. of Pupils to a School.
Adams	8	339	42.4	Hillside.....	4	168	42.0
Andrew.....	8	385	48.1	Lawrence ..	21	1013	48.2
Bennett	4	213	53.3	Lewis	11	477	43.4
Bigelow	13	570	43.8	Lincoln.....	7	344	49.1
Bowditch...	13	577	44.4	Lowell	9	401	44.5
Bowdooin ...	10	427	42.7	Lyman	8	374	46.8
Brimmer ...	9	403	44.8	Mather	4	193	48.3
Bunker Hill.	11	517	47.0	Mayhew	7	267	38.1
Central	5	211	42.2	Minot	3	145	48.4
Chapman ...	12	520	43.3	Mt. Vernon	3	110	36.7
Comins.....	17	850	50.0	Norcross....	7	332	47.4
Dearborn ..	18	871	48.3	Phillips.....	8	270	33.8
Dudley (<i>Boys</i>)	9	392	43.6	Prescott	10	489	48.0
Dwight.....	6	262	43.7	Prescott, Ch.	5	245	49.0
Eliot.....	16	682	42.6	Quincy	7	333	47.6
Everett.....	11	551	50.1	Rice.....	15	682	45.4
Everett, Dor.	4	182	45.5	Sherwin	15	742	49.5
Florence....	4	180	45.0	Shurtleff....	6	298	49.7
Franklin ...	6	253	42.2	Stoughton ..	3	112	37.3
Gaston.	8	376	47.0	Tileston	1	34	34.0
Gibson	4	172	43.0	Warren.....	7	365	52.1
Hancock....	17	738	43.4	Wells	12	515	42.9
Harris	3	125	41.7	Winthrop	7	267	38.1
Harvard, Ch.	14	631	45.1	Winthrop, Ch	8	400	50.0
Harvard, Br.	5	218	43.6	Totals	423	19,221	45.4

The following table shows the number of Primary pupils in each district promoted to the Grammar Schools [July, 1876], and the average number of promotions to each school in the respective districts:—

DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.	DISTRICTS.	No. of Schools.	Sent to Gr. School.	No. to a School.
Adams	8	60	7.5	Hillside.....	4	24	6.0
Andrew	8	100	12.5	Lawrence.....	21	159	7.6
Bennett	4	41	10.3	Lewis	11	78	7.1
Bigelow.....	13	77	5.9	Lincoln.....	7	61	8.7
Bowditch	13	103	7.9	Lowell	9	59	6.6
Bowdoin	10	64	6.4	Lyman	8	50	6.3
Brimmer	9	61	6.8	Mather	4	45	11.3
Bunker Hill...	11	77	7.0	Mayhew	7	47	6.7
Central	5	34	6.8	Minot	3	19	6.3
Chapman.....	12	75	6.3	Mt. Vernon..	3	32	10.7
Comins	17	117	6.8	Norcross.....	7	45	6.4
Dearborn	18	106	5.9	Phillips	8	43	4.8
Dudley (<i>Boys</i>)	9	47	5.2	Prescott	10	64	6.4
Dwight	6	45	7.5	Prescott, Ch..	5	24	4.8
Eliot.....	16	93	5.8	Quincy	7	41	5.9
Everett	11	88	8.0	Rice.....	15	114	7.6
Everett, Dor...	4	37	9.3	Sherwin	15	96	6.4
Florence	4	38	9.5	Shurtleff.....	6	34	5.7
Franklin	6	34	5.7	Stoughton ...	3	42	14.0
Gaston	8	47	5.9	Tileston	1	16	16.0
Gibson	4	24	6.0	Warren.....	7	65	9.3
Hancock	17	82	4.2	Wells	12	68	5.7
Harris	3	24	8.0	Winthrop	7	38	5.4
Harvard, Ch...	14	87	6.2	Winthrop, Ch.	8	42	5.3
Harvard, Br...	5	41	8.2	Totals	423	2,908	6.8

EVENING SCHOOLS.

These schools are undoubtedly doing a needed and excellent work. The number of pupils in them does not increase much, and the more thoroughly our day schools do their work, the more successful they are in securing the attendance of all children of the school age, the less need will there be of Elementary Evening Schools. It is believed that the Elementary Evening Schools are better managed than they were in the earlier period of their existence; but they have not yet reached that degree of excellence which is to be desired. They ought to have good accommodations, a good classification, experienced teachers, and especially capable principals. The rule excluding the day-school teachers from this service should, in my judgment, be abolished.

The Evening High School is an undoubted success. It evidently is calculated to meet an educational want in this community. It has been, from its establishment, well managed. The location is bad, and should be changed.

The Mayhew Grammar School-house, which was vacated by the consolidation of schools, might perhaps be used to advantage for evening-school purposes. An Evening High School in that locality would accommodate the northern portion of the city much better than it is now accommodated.

EVENING HIGH SCHOOL.—The following table shows the statistics of the Evening High School for the past year:—

1875-76.	No. of Sessions.	Average No. Belonging.	Average Attendance.			Average No. of Teachers.	Average No. of Pupils to a Teacher.
			Males.	Females.	Total.		
October, 1875	22	1,250	323	128	451	12	41
November, 1875	18	1,000	246	128	374	12	38
December, 1875	22	850	171	111	282	11	28
January, 1876	21	900	232	116	348	10	35
February, 1876	20	650	175	87	262	9	29
March, 1876	22	600	139	69	208	8	28
Totals	125	5,250	1,286	639	1,925	62	199
Averages	21	875	214	107	321	10	33

Whole number registered during the term was 1,999. It will be seen in the above table that the minimum number of pupils to a teacher did not fall below 28, while the maximum reached 41. The management of this school, so as to keep the classes of a fair size, has prevented the cost of carrying it on from exceeding reasonable limits.

ELEMENTARY EVENING SCHOOLS.—The following table contains the summary of the statistical reports of the several Elementary Evening Schools which were in operation from Oct., 1875, to March 1, 1876:—

SCHOOLS.	No. of Sessions.	Whole No. Registered.	Average No. Belonging.	Average Attendance.			Average No. of Teachers includ- ing Principal.	Av. No. Pupils to a Teacher ex- cluding Principal.
				Males.	Females.	Total.		
Anderson street	118	291	138	59	28	87	9	11
Blossom street	116	476	272	61	31	92	8	13
Broadway, South Boston	116	660	75	61	-	61	7	8
Cabot street	128	312	139	77	21	98	14	11
Dorchester	126	222	131	62	9	71	7	12
Eustis street	122	250	69	33	11	44	6	12
Harrison avenue	125	591	218	114	35	149	13	13
Jamaica Plain	127	75	59	22	5	27	4	7
Lincoln School, South Boston	123	339	114	84	6	91	8	12
Neponset	123	103	60	28	14	42	5	11
North Bennet street	130	500	201	101	46	147	12	12
Old Franklin	130	271	187	101	59	160	13	13
Prescott School, Charlestown	126	239	59	33	-	33	4	10
Reed's Hall, East Boston	128	250	147	73	14	87	9	11
Warrenton street Chapel	75	320	97	28	33	61	5	11
Warren School, Charlestown	129	123	72	-	27	27	4	10
Totals	1,932	5,022	2,038	938	339	1,277	128	11

EVENING DRAWING SCHOOLS.—Six of these schools, containing an average of four hundred and twelve pupils, were taught last year by sixteen teachers.

The cost of carrying on these schools was as follows:—

Salaries of instructors	\$9,697 00
Drawing materials, models, etc.	2,094 34
Furniture, janitor, heating, etc.	1,363 46
Total expense	\$13,154 80

These schools are well organized and they are imparting excellent instruction in the different branches of industrial drawing.

DEAF-MUTE SCHOOL.

Eight teachers are employed in this school, and the average number of pupils belonging during the last year was sixty-five. The salaries of the instructors last year amounted to \$6,933.28. A considerable portion of the expense of carrying on this school comes from the State in payment of the tuition of pupils, the rate for residents being \$100, and for non-residents \$150.

This school is well managed and well taught on the articulation plan, as improved by the application of Prof. Bell's system of "Visible Speech."

SCHOOLS FOR LICENSED MINOR'S.

There are two schools of this description for newsboys and bootblacks, each taught by one female teacher. The average whole number belonging the

last year was sixty-seven. The salaries of the teachers amounted to \$1,600. Both morning and afternoon sessions are two hours in length. The newsboys attend one session, and the bootblacks the other. These schools have done much to improve the class of pupils for which they are intended.

KINDERGARTEN.

The only Kindergarten we have is taught by one teacher, and the average number of pupils belonging the last year was twenty-five. Ever since its establishment in 1870 it has been constantly improving. The pupils in this Kindergarten are from three to seven years of age. It is not a school in the ordinary sense of the word school. It is intended as a preparation for school instruction. This Kindergarten is believed to be a model institution. The children attending it are mostly from well-to-do families. Kindergartens in the less-favored sections of the city would be of great service to parents who are too much occupied with their daily labor to give their children the care they need. We have vacant school-rooms which might be used for this purpose. The City Council has not as yet been willing to make provision for Kindergartens, from the apprehension that if generally established throughout the city the expense would be very considerable, as it has been supposed that a Kindergarten teacher can care for only about twenty-five pupils. My own opinion is that this number might be increased, and thus the objection as to expense would be to a certain extent met.

THE CO-ORDINATION OF GRADES.

The smooth and harmonious working of a great and complicated system requires that all its parts should be properly adapted to each other. In this respect our system has had, and still has, some defects. Where there are grades of schools, one distinctly and wholly above another, what is more obvious than that the maximum of the requirements of the programme of the lower should be the recognized standard of qualification for admission to the higher? And yet this has never been the case in our system. The qualification for admission to the Grammar Schools has been different from, and lower than, the requirement of the programme of the highest class of the Primary Schools, and the examination for admission to the High Schools has always excluded an important part of the curriculum of the highest class of the Grammar Schools. This defect in co-ordination, which has operated as a premium for the neglect of important requirements in the lower schools, has often in past years been brought to the notice of the Board. In the new regulations, this defect is only partially remedied. The requirement for admission to the Grammar Schools is still far from coinciding, as it should do, with the standard of attainments prescribed for the highest class of the Primary Schools. It is now provided that candidates for the High Schools, except the Latin, shall be graduates of the Grammar Schools, or shall pass an examination substantially the same as that of the graduate class of the Grammar Schools. But there is no provision

fixing the standard of scholarship for a diploma of graduation, except that the candidates must be "pupils of the graduating class," and pass "a satisfactory diploma examination." It is left to the action of the Board of Supervisors, subject to the approval of the Committee on Examinations, to determine the character of the examination. The standard adopted in the first diploma examination under this provision, which was made last June, was very nearly the same as that of past years for admission to the High Schools, without being intended to conform to the requirements of the Grammar School programme. Under the circumstances this was doubtless the only proper course to pursue, as the masters of the Grammar School had gone through the year's work without being notified that there would be any change in the requirements for admission to the High Schools. But the consequence was that the schools where the programme was most faithfully carried out did not get credit for their work. In many schools the pupils were prepared for a creditable examination in several studies on which they were not questioned. If the Board of Supervisors, with the concurrence of the Committee on Examinations, give notice that the candidates for the High Schools will be required hereafter satisfactorily to complete the Grammar School course, the Grammar Schools will be brought up to the same practical as well as to the same theoretical standard of requirements, and thus their relations to each other and to the High Schools will be harmonized.

I do not mean to be understood as admitting

that the course of instruction best adapted for pupils who are to terminate their schooling at fourteen years of age would be best in all cases, if in any case, for those who are to take an extended course of higher education. The best institutions for secondary education in Europe receive their pupils at nine or ten years of age, and the course of instruction for the first four or five years is very different from that usually pursued by pupils of corresponding ages in the elementary schools. The result is that the pupils at the age of fifteen or sixteen years in the higher grade of schools are in advance of those of the same age in Ameriean High Schools, which begin their course of instruction when the Grammar School course ends. Our Latin School is probably the only High School in the country which receives pupils at any early age in accordance with the European usage, without demanding as a condition of admission the completion of the ordinary elementary course of instruction. Well-meaning ignorance has frequently tried to abolish this feature of the system, and has two or three times partially succeeded, greatly to the injury of the school. It is not to be inferred that because Boston is alone in this matter she is behind the times. The reverse is true. Other cities will be compelled to follow this example, if they undertake to fit boys for Harvard College, at the proper age for entrance.

THE NUMBER OF PUPILS TO A TEACHER.

The following table shows the average number of pupils to a teacher during the last half-year in the several grades of schools:—

SCHOOLS.	Pupils to a Teacher.	SCHOOLS.	Pupils to a Teacher.
Primary	45.4	Elementary Evening	11.0
Grammar	46.8	Evening Drawing.....	25.7
High	25.7	Deaf-mute	8.1
Normal.....	23.0	Licensed Minors.....	33.5
Evening High	33.0	Kindergarten.....	25.0

According to the provisions of the new regulations, the maximum number of pupils to a teacher in the several grades and descriptions of schools is as follows:—

Primary . . . . .	. . . . .	56
Grammar (principal not counted)	. . . . .	56
High, mixed (principal not counted)	. . . . .	30
High, unmixed (principal not counted)	. . . . .	35
Normal (principal not counted)	. . . . .	30
Evening (principal not counted)	. . . . .	15
Evening Drawing . . . . .	. . . . .	30

The cost of carrying on a system of schools depends mainly upon two things,—*the rate of the teachers' salaries* and *the number of pupils to a teacher*. If the salaries are fixed, then the expense is increased or diminished in proportion inversely as the

number of pupils to a teacher is increased or diminished. If, then, retrenchment is to be made, it must be effected either by cutting down salaries or by increasing the number of pupils to a teacher, or, what amounts to the same thing, by reducing the number of teachers. In adopting the latter course this year, the Board, in my judgment, acted wisely. The most important change in this respect was that which raised the maximum number in the Primary Schools from *forty-nine* to *fifty-six*. Twenty years ago, when these schools were ungraded, and consequently required much more labor on the part of the teachers, the actual number of pupils to a teacher was about *sixty*, although there was no provision of the regulations definitely fixing the maximum. At length the maximum was fixed at fifty-six. The actual number to a teacher in the mean time began to fall off, and, finally, several years ago, it sunk to about forty-three, as the Board made no provision for enforcing its regulation in this respect. Some members of the Board urged that the required number should be reduced as low as forty, contending that the efficiency of the instruction should be a consideration paramount to that of expense. Others favored this reduction on the ground that it would tend to do away with the necessity of corporal punishment. The question was settled by fixing the maximum at forty-nine. But this made no material difference in the actual number to a teacher, which during the past seven years has not risen above forty-five and a fraction. Even with a vigorous enforcement of the present provision, the average daily attendance will probably

not exceed fifty to a teacher. This is by no means an unreasonable number, considering our admirable facilities for instruction. If the matter of expense could be ignored, of course, it would be better to reduce the number to forty. But the reduction of the number of pupils to a teacher from fifty to forty would increase the annual expense of carrying on our Primary Schools about \$100,000.

Now, if this sum is to be saved, I think it better to save it by keeping the number of pupils in attendance up to fifty, rather than to save it by taking it from the salaries of the teachers. Besides, if a certain saving in our expenses must be made, by reducing the number of pupils to a teacher in any grade of our schools, the reduction should be made in the Grammar Schools rather than in the Primary Schools. The number to a teacher in the latter grade ought to be greater than that in the former. The work in the Grammar Schools is harder than in the Primary. And in all well-regulated systems of schools the principle is recognized that the higher the grade of the school, the smaller should be the number of pupils to a teacher.

The new regulations make a just discrimination between the mixed and unmixed High Schools, as the circumstances of the mixed High Schools make it necessary for them to have more classes than the unmixed schools, in proportion to the number of pupils. But the regulations do not seem to make any discrimination between the number of pupils to a teacher in the Evening High School and the Elementary High School. Here the principle above

stated does not apply, as in the Evening High School the favorable conditions in respect to classification make it practicable for this school to take a much larger number of pupils to a teacher than the Elementary Schools. It appears from the above tables that the average number to a teacher was three times as great. Fifteen is certainly not too large a number for the Elementary Schools, but, judging by experience, is not large enough for the High Schools.

As the community advances in wealth and intelligence it is to be hoped that fewer pupils and higher salaries may be given to teachers. But I have observed that as a rule it is not the most meritorious teachers who are continually urging the increase of salaries and the reduction of the number of pupils. Too often inefficient teachers are inclined to attribute their want of success to an excessive number of pupils. Of course a weak teacher might be expected to regard as a hardship what an efficient teacher would not think of calling heavy work. But school work should not be graduated to the capacity of the weak and inefficient, but to the capacity of persons of average strength.

SCHOOL ACCOMMODATIONS.

The whole amount expended during the last year for new school-houses, and land for the same, was \$277,746.57,—a sum considerably below the average of the expenditure for these purposes for the last ten years. The cost of the buildings *finished* during the year, with their lots, very considerably exceeds the above figures, as shown in the following table: —

Name and Location.	Grade of Schools.	Size of Lots in square feet.	No. of School-rooms.	No. of Seats.	Cost of Buildings and Lots.
Frothingham	Grammar	22,000	16	896	\$128,453 96
Newbury st.	Grammar and Primary .	22,960	8	448	113,625 83
Francis st.	Grammar and Primary .	. . .	4	224	16,755 28
Fifth st.	Primary	12,487	8	448	66,359 71
Quiney st.	Primary	30,000	8	448	55,323 02
Roxbury st.	Primary	14,147	8	448	72,795 25
Gibson st.	Primary	29,863	4	224	24,470 13
		131,459	56	3,136	\$477,813 18

The Francis-street structure is an addition of four rooms to a building of two rooms occupied by pupils of the Primary and Grammar grades. Besides the school-rooms represented in the table, there is an exhibition hall in the Winthrop and Newbury-street buildings. Each of the fifty-six school-rooms contained in these eight new edifices is large enough for fifty-six seats, making the aggregate capacity sufficient for 3,136 sittings, which is not far from the actual number of single desks and chairs with which they have been furnished. The average cost per sitting was \$152.36.

These buildings are all excellent; they are in no respect inferior to any previously erected, and in several respects they are better than the older buildings. Heretofore the plans and designs of our school buildings had been made by architects who were not devoted to school architecture as a specialty. The creation of the office of City Architect about two years ago made an important change in this respect.

The plans of these seven buildings are the first fruits of that new office, and they are fruits which would seem to settle the question of the success of the experiment of the office. The able incumbent, George A. Clough, Esq., deserves much credit for the good taste and judgment which have thus far characterized his productions.

As in this series of buildings substantial progress in school architecture in this city has undoubtedly been achieved, it may be useful to indicate some of their peculiar excellences.

In the first place, with the exception of the Frothingham, which is finished three stories high, they are only two stories in height, affording in this respect a very satisfactory contrast to that huge Primary school-house erected a few years ago, which the city fathers then in power insisted upon carrying four stories high, thus setting up a conspicuous monument, not to their credit. In respect to heating and ventilation, they are better than former buildings. But perhaps their most characteristic superiority consists in the proportions and lighting of the school-rooms. We had already one or two modern Primary school-houses of only two stories, but their rooms, although sufficiently spacious, and in all respects equal to the best in this country, are not what I should now recommend.

In order to understand the merits of the school-room in this set of new buildings it is necessary to compare them with the school-rooms of buildings previously erected. The Grammar School-houses, erected from 1847 to 1865, have four school-rooms

on a floor, each room being lighted by four windows, two at the rear of the pupils, and two at the right or left side of the pupils, indifferently. The teacher's platform is on the longer side of the room, and of course, opposite to two of the windows. The rooms of this type have sufficient floor space and sufficient light, but the proportion and arrangement of the rooms are not the best for teaching, and the lighting is not in accordance with the best conditions requisite for the health of the eye. When we began to erect Grammar School-houses with six rooms on a floor, two of the rooms were no longer in corners, and so had light only on one side, and finally, all the rooms, as in the Dudley (1874), came to have the light only on one side, while the size and proportion of the rooms remained without material change. Here the *unilateral plan of lighting* was adopted, not from principle, but from supposed architectural necessity, and its advantages over the bilateral plan were not utilized for want of the knowledge requisite to its proper adaptation. The window area in this class of buildings is not always sufficient; in some cases the light is in the rear of the pupils, and in some at the right, but in most, perhaps, at their left, where it should be. Still, in all these cases of unilateral light, *the distance from the windows to the opposite side of the rooms is more or less disproportionate to their height.* Consequently, the pupils most distant from the windows, whether in their rear, at their right or left, do not, at all times, get sufficient light, and, besides, there was no improvement in the rooms in respect to their adaptation to the requirements of

teaching. In the mean time the Primary school-room which, since 1860, we have regarded as the standard, was about twenty-eight feet square, with light sufficient in quantity in all parts of the room, but arranged only with reference to the one rule or not allowing windows in front of the pupils. Hence, in the room of this type, the pupils receive the light in some cases from the right and rear, in some from the left and rear, in some from both the right and left, and in some from both the right and left and the rear. Perhaps in no case is there a proper unilateral lighting.

The improved school-room of the new buildings under consideration is superior to those of the former types, in the first place, *in its proportions and arrangement*, which are better adapted to the purposes of teaching and governing a class. It is longer in proportion to the width, and the teacher's platform is placed at one end.

This plan facilitates both instruction and government, by placing the teachers and pupils more completely face to face, and thus, on the one hand, enabling the teacher to keep all the pupils at once in full view, whether engaged in teaching or in exercising control by the eye; and, on the other hand, enabling all the pupils at the same time to see equally well all illustrations and experiments presented by the teacher, by the use of the blackboard, maps, charts, or other materials or apparatus. But, perhaps, the greater merit of the room consists *in the mode of lighting*; the light being *unilateral and uniformly on the left of the pupils*. Some of the

rooms in these new buildings have one or two windows in the rear of the pupils, but the light from them may be excluded by the inside blinds, which are furnished; and in nearly every case where there are rear windows, the side windows afford sufficient light without them. And there can be no objection to rear or right-side windows, provided that they are furnished with inside blinds; and provided, also, that the left-hand windows afford the requisite light without any other.

For the purpose of the best lighting it is not only necessary for the windows to be on the left side of the pupils, but they should be *equally distributed* along the side of the room, four windows being the best number, and they should extend upward *as near as possible* to the ceiling.

It is possible that, in respect to proportions and lighting, the construction of some of the rooms in these new buildings may not be in exact conformity with the requirements of the best authorities on the subject of school architecture; but, as a whole, they are, without doubt, the best in this country. And the buildings themselves are, I believe, the best yet built in America. .

In these new buildings the stairs and corridors are judiciously arranged. The provision for water-closets has been greatly improved. None of the buildings previously erected have been so well ventilated as these. They have better rooms for the principals and for teachers' conferences, libraries, apparatus, etc. In style of architecture they are

superior, and yet the cost for ornamentation is less than that of some of the older buildings.

Our school accommodations are certainly, on the whole, liberal in amount, and excellent in quality, *comparatively speaking*; that is, they are better than the school accommodations of any other large American city. But there is yet room for improvement, and we have now the requisite conditions for achieving very high success in school-house building. Our architect has the requisite ability; he is thoroughly interested in the subject, and he has the means of knowing the best things that have been done in this line. With other information, he has now in his hands the valuable essay on the Sanitary Requirements, referred to in another part of this report. The problem which he has to solve is *to combine reasonable economy with taste and the sanitary and pedagogical requirements*.

Our school buildings are sometimes ignorantly or maliciously stigmatized as being too palatial. If it is true that an edifice must have, besides mere largeness of size, a considerable degree of architectural elegance in order to be palatial, there are in America *no palatial* school-houses for elementary schools. M. Buisson, one of the French commissioners to the Vienna Exposition, in his able report to his government, in speaking of American school architecture, says, "The plans exhibited, as well as the model in relief of one of the schools of the city of Washington, the Franklin School, indicate an *extreme simplicity* of architecture; the exterior aspect is generally destitute of all elegance, and even of *all æsthetic character*.

acter." And yet the Franklin School in Washington is probably as palatial as any elementary school in the country. I am highly pleased with our Newbury-street School-house, which was built to accommodate by far the wealthiest section of the city. I do not know of a better school-house in the country. And yet it is far from being palatial. It is plain, even to baldness, in its exterior, although it is in the near vicinity of the most ornate architecture of the city. It is anything but palatial; and if the builders are to be blamed at all, it is not for going too far in architectural display, but for not going far enough in that direction. I can point to a school-house in a village of two thousand inhabitants, in the Bohemian "Lande" of Austria, far grander than this, with its chemical laboratory, its library, its drawing-room, its modelling-room, its cabinet of natural history, its teachers' conference-room, its apartments for the principal's residence, its artistic assembly hall, and its model school-rooms.

INDUSTRIAL SCHOOLS.

In January, 1870, a special committee of the Board was appointed to consider the subject of Industrial Schools; and each year, I think, from that time until the present, the committee on the subject has been annually renewed by reappointment. Several valuable reports have been submitted to the Board by it, but as yet no practical results have come from this movement, except an extension of the provision for teaching sewing in the Grammar Schools, which was

recommended six years ago in the first report of the committee.

Soon after this subject began to be agitated, it was found that cities and towns had no legal authority to set up schools for teaching manual arts and trades; and the question of granting such authority was introduced into the Legislature at the session of 1872. The whole subject of industrial training in schools was fully discussed at several public hearings before the committee, to whom the matter was referred, and the result was the following act:—

*
“CHAP. 86. AN ACT TO AUTHORIZE CITIES AND TOWNS TO
ESTABLISH INDUSTRIAL SCHOOLS.

“*Be it enacted, etc., as follows:*—

“The city council of any city and any town may establish and maintain one or more industrial schools, and raise and appropriate the money necessary to render them efficient. Such schools shall be under the superintendence of the board of school committee of the city or town wherein they are established; and such board shall employ the teachers, prescribe the arts, trades and occupations to be taught in such schools, and shall have the general control and management thereof: *provided*, that in no case shall the expense of any such school exceed the appropriation made therefor; and *provided*, that nothing in this act contained shall authorize the school committee of any city or town to compel any scholar to study any trade, art or occupation without the consent of the parents or guardian of such scholar; and that attendance upon such school shall not take the place of the attendance upon public schools required by law. Approved March 9, 1872.”

I have refrained heretofore from entering at length into the discussion of this subject in my reports, not on account of want of interest in it, but because while it was in the hands of a committee of

the Board an independent treatment of it by me might be deemed an interference with their duties. Nor do I propose now to discuss it at any length.

A revival of interest in this matter has been recently created in this community. One cause of this revival is, no doubt, due to the establishment of the new Technical School, on the Russian plan, in connection with the Institute of Technology. I have great faith in that plan, and, as a member of the government of the Institute, I gave my vote for its adoption with great satisfaction. I had studied it carefully in its splendid exhibits at Vienna, from the great Technical Schools of Moscow and St. Petersburg, and was convinced that it was a "new departure" in technical education, and that it was destined to produce highly beneficial results. The principle consists in analyzing the processes requiring manual skill, and teaching each process by itself to a class of pupils. It is substantially the same principle as that on which the division of labor is applied in manufactories; but in the manufactory the operative is limited to a single process, knowing nothing of the other processes requisite for the product.

If it shall be decided to set up industrial schools in this city, as a part of our public school system, no doubt it will be found expedient to organize them on this principle.

The practical difficulties of teaching manual arts and trades in schools to the children of the people were clearly stated by a French writer on the subject, a hundred years ago. He says, in substance, it is necessary to choose one trade or to choose several.

Now, to teach the same trade to all would be to thwart the inclination of many children, and the inclination ought to be consulted in the choice of occupations, because one does with success only what one does with pleasure. On the other hand, how is it possible to teach different trades without multiplying infinitely the expenses of the schools, owing to the necessity of multiplying the number of masters?

Besides the cause above referred to as contributing to the present revival of interest on this subject, what appears to me to be another, is the earnest and commendable purpose of a wealthy and public-spirited citizen to render education more practical by providing means for instruction in practical trades, to whom I attribute various articles on practical education which have appeared during the past year in the city newspapers. I have been hoping to see some definite and practical scheme presented from this source. For one I should welcome such a scheme. I have to confess that my inquiries have furnished me with no examples in this sphere which I can with confidence recommend.

The theory of our system of common-school education is to give to the child that discipline, training, and development of mind and body, and that knowledge of the elementary branches of instruction, requisite to render him capable of pursuing any calling. *Not that he should know any one trade, but that he should be fit for all,*—this is the essential thing. Then, at the termination of his schooling, he will easily form himself for whatever his taste or

circumstances give him an inclination. I think this is a sound theory, and, therefore, I should deprecate any attempt to *put the work-shop into the school*, the inevitable result of which would be to make a poor school and a poor work-shop. But judicious efforts to *supplement* the school by the work-shop, to *put the work-shop by the side of the school*, are to be looked upon, it seems to me, with favor.

To say that the instruction imparted in our schools is not practical or useful, because the pupils are not graduated shoemakers or tailors, is to talk sheer nonsense. Is not reading something practical? Is not writing useful? Is it not of some advantage to a youth, as a means to help him get on in life, to be able to add, subtract, multiply and divide numbers? Perhaps the majority of the pupils must earn their bread by manual labor. Must we, therefore, in the education of these children, wholly ignore their spiritual nature? Must we treat the indigent child simply as an animated machine that has got to feed itself?

Still it is highly important that teachers should try to make their pupils appreciate how much better it is for them to lay their plans for earning an honest and comfortable livelihood by manual labor than to crowd into occupations where they can expect only genteel poverty. The best lesson which the school can give is, that persistent hard work of hand or brain, or both, is the only means of true success in life, and to instil into their minds the sentiment that will make them

“Scorn delights,
And live laborious day.”

The Rev. Dr. Bartol, of this city, has said some

very excellent things on the subject of industrial education. The following is a report of the heads of his arguments in a recent discourse in favor of industrial education, by which term he meant such a use or action of the body, especially the hand, as will unfold the mind: —

"The first argument was from nature itself; and the second from physiology, the connection of the mind with the flesh. The third argument was the economy of health; and the fourth, that industrial education is the condition of honesty. Fifth, it would solve this question of intemperance; and, sixth, it would banish poverty. Seventh, industrial education would be a divining-rod to detect mechanical or artistic genius and talent which is now mostly left to the discovery of chance; and, eighth, we learn this lesson from experience, from the history of our community and country. Ninth, industrial education is the only thing to be relied upon for that new desire of the time, especially in our own nation, the emancipation of women. Tenth, it would be the diffusion among all classes of useful knowledge. Eleventh, industrial education would be happiness; and, twelfth, it would be human fellowship. Thirteenth, industrial education is the best preparation for that hereafter which we call heaven. His last argument was that industrial education would secure self-possession; to know what to do in an emergency is the test of a man. In conclusion, he said, the hand is nothing of itself; it is like the valve of an engine; it is the register of the mind. The mind is the regulator of the motive-power, but the register is the test; the register will determine the destiny."

Education would be as perfect as the condition of our humanity would permit, if it could be made to combine all the peculiar advantages of both the city and the country. This can never be done, but some approximation to it may, and should, be made. To do this, the country boy and girl must be better

instructed in the usual school curriculum, and the city boy and girl must be better trained, industrially and physically. The city reformer paints in too vivid colors the advantages of country children (I speak from experience), and the country reformer exaggerates the advantages of the city education.

SCHOOL HYGIENE.

Hygiene, in its usual acceptation, has for its end simply the preservation of health, or the prevention of disease and physical deterioration; but *school hygiene* has for its aim not only to prevent all positive injury to the health and bodily development of pupils in consequence of the requirements of school life, but also to bring about a physical regeneration of the people, and to regain the ground lost by past ignorance and neglect of hygienic laws. In this wide sense, school hygiene includes gymnastics or physical culture. With the ancient Greeks, contrarywise, gymnastics comprised both hygiene and physical education, while music comprised all branches of intellectual education. Gymnastics and music were the two halves of the Platonic pedagogy, making a complete whole, both having for their chief end to form and perfect the mind. Hence the Rev. Charles Kingsley, in writing on this subject, well said, "If the promoters of higher education for women will teach girls not only to understand the Greek tongue, but to copy somewhat of the Greek physical training, of that 'music and gymnastic' which helped to make the cleverest race of the Old World the ablest race likewise, then they will earn the gratitude of the patriot and the physiologist,

by doing their best to stay the downward tendency of the physique, and therefore ultimately of the *morale* in the coming generation of English women."

The more perfect a school system is rendered in other respects, that is, the more universal, long-continued, regular and punctual the attendance, the more comprehensive the course of study, and the higher the standard of scholarship, the more need there is of devoting attention to school hygiene. Happily this principle is now universally recognized by the most enlightened educators. But what the interests of education among us imperatively require at the present time is, that the school officers and teachers, and the public generally, should be brought to a more just appreciation of the evils to be prevented and the good to be secured by the care and culture of the bodies of the pupils, in all kinds of institutions of education, which the science of school hygiene iheculcates and enjoins.

Sixteen years ago, being deeply impressed with a sense of the need of hygienic reform in our schools, I devoted a semi-annual report almost wholly to this topic, recommending the introduction of gymnastics into all our schools as a regular branch of instruction. This recommendation was referred to a special committee, who made an able report on the subject, approving the recommendation. From that time the subject of school hygiene, in some one or other of its phases, has been kept constantly before the Board. The results have not been all that could be desired, but substantial progress in various directions has been achieved in the face of

much apathy and much opposition from quarters whence it was least to be expected. Our boys, and especially our girls, present finer physiques than were seen in the generations of scholars immediately preceding the present. Still we are even now, in my judgment, only on the threshold of this great reform. Real substantial improvements in education have ever been of slow growth.

A third of a century ago, when Horace Mann brought out his masterly report on physical education, enthusiastic friends of educational reform fondly dreamed that that wonderful production would produce an immediate revolution. But it was soon forgotten by all except a few students of pedagogical lore. But a new day has dawned,—not a day of eloquent appeals, but a day of serious scientific inquiry. There are those who imagine that what is needed at the present moment for the advancement of education is another champion of the cause like Mr. Mann, to stir the hearts and minds of men with the eloquence of speech and pen. But that day is passed. The demand of the present time is not the orator of education; but the student, the scientist, the critic, the philosopher, who by patient and conscientious study will find out and make known to us *what is true on this subject, who will give us the last and best word of science and wisdom bearing on education.* We need information more than stimulation. In proof of this I need but refer to what French educationists call our sacrifices for education, that is, our liberal expenditures for it. But for want of a better knowledge of the subject a large percentage of these

expenditures is wasted. We do not know how to turn our means to the best account.

The encouraging movement to which I allude has been inaugurated by a body of able scientists, under the auspices of the Health Department of the American Social Science Association. It is mainly with a view to welcome and second this important movement, and to call attention to some of its results, that I recur to this subject at the present time.

The Department has devised certain methods and formulæ for the sanitary examination of school-houses and school children, which have already been used in investigations which promise valuable practical results. In accordance with this scheme the Board of Public Education of Philadelphia has caused a thorough examination of the nearly four hundred schools in that city, and printed an elaborate report on the subject, comprising the tabulated results of the inquiries submitted to teachers and scientific experts. This is a document of surpassing interest. Its beneficial influence cannot but be widely felt. The Philadelphia Board deserves the highest credit for thus boldly exposing the sanitary defects of the schools under its charge. Similar investigations have been set on foot in St. Louis, and it is to be hoped such investigations may become general. The authorized examination of the height and weight of the pupils in our own schools by a member* of the Department is in progress. Another member has examined the eyes of many school children in Cincinnati, Brooklyn, and New York. The secretary, Dr.

* Dr. H. P. Bowditch.

D. F. Lincoln, has drawn up an excellent set of rules for the care of the eyes, which I quote here, and to which I hope every one of our teachers will give earnest heed. It might be well to have them printed and posted up in every school-room.

"RULES FOR THE CARE OF THE EYES.

When writing, reading, drawing, sewing, etc., *always take care that,*

- (a.) The room is comfortably cool, and the feet warm.
- (b.) There is nothing tight about the neck.
- (c.) There is plenty of light, without dazzling the eyes.
- (d.) The sun does not shine directly on the object we are at work upon.
- (e.) The light does not come from in front; it is best when it comes over the left shoulder.
- (f.) The head is not very much bent over the work.
- (g.) The page is nearly perpendicular to the line of sight; that is, that the eye is nearly opposite the middle of the page, for an object held slanting is not seen so clearly.
- (h.) That the page or other object is not less than fifteen inches from the eye.

Near-sightedness is apt to increase rapidly when a person wears, in reading, the glasses intended to enable him to see distant objects.

In any case, when the eyes have any defect, avoid fine needle-work, drawing fine maps, and all such

work, except for very short tasks, not exceeding half an hour each, and in the morning.

Never study or write before breakfast, by candle-light.

Do not lie down when reading.

If your eyes are aching from fire-light, from looking at the snow, from overwork, or other causes, a pair of colored glasses may be advised to be used for a while."

But the main work of the Department, to which I desire especially to draw attention, consists in an undertaking to make a comprehensive series of researches in this branch of sanitary science, with a view to presenting ultimately the matured results in a condensed and convenient form for the practical use of educational authorities, school-architects, teachers and parents. The scope of the plan for this study of the subject is presented in the following list of the topics which the Department has decided to treat of:—

1. Heating and ventilation.
2. Sight and condition of scholars' eyes.
3. Seats, and deformities traceable to them.
4. Architectural plans.
5. Apparatus employed in instruction.
6. Gymnastics.
7. Condition of the nervous system.
8. Condition of the organ of hearing.
9. Condition of the organs of the pelvic cavity.
10. Drinking water.
11. Sewerage and water-closets.
12. Commissions for sanitary inspection of given districts.

13. Brief of a law establishing the office of medical inspector of schools.
14. Statistics of height and weight of school children.
15. Contagious diseases in schools.

Nearly all these topics have been assigned to competent hands, and the execution of the plan is already well advanced. Three articles, Nos. 4, 6 and 7, after several revisals, have been issued with the sanction of the Department. I trust they will, in due time, come into the hands of all who are charged with the management and instruction of our schools. In the mean time, considering the scientific authority by which they are sanctioned, it seems to me that some of their practical conclusions may be profitably introduced here.

The paper on *Gymnastics for Schools* was prepared by Dr. J. J. Putnam, of Boston. The introductory paragraph is altogether so much to the point that I appropriate and adopt it entire:—

"The first question, *as to the utility of gymnastic training for children in general*, calls, perhaps, most of all for a definite answer; for it would, I think, become evident to any one looking at all closely into the matter, as it certainly has to me, that the greatest obstacle to the general introduction into schools of any satisfactory system of physical training would be in the want of definite appreciation, on the part of both the public at large and of controllers of school education, of the proper and possible value and aims of such a system. Those teachers are, I believe, in a minority, who regard the study of physical culture as

something worthy of being pursued in schools with the same method and persistency that all are ready to accord to the training of the mind. Many of them feel a certain jealousy lest what they consider as the highest branches of education should suffer by the introduction of this new and apparently less important study,—not remembering that *the proper aim of school education should be to fit us in every possible way for the work of our after-lives.* Let it be shown, however, that physical training of such a kind as can be obtained to advantage only under the guidance of skilled instructors, is an important part of this preparation, and its right to a place in the school, where alone such instruction can be had, must impress itself upon all by an irresistible logic."

In arguing the utility of physical training, the learned author of the paper puts considerable stress upon its benefit in helping to perfect "the all-important process of respiration," and in this connection takes occasion to characterize Prof. Munroe's Manual of Vocal and Physical Culture, which is the authorized text-book on the subject in our schools, as "the best treatise upon the proper method of educating the breathing powers and the voice," that he had been able to find.

In reviewing the progress of gymnastic culture in schools during the last half-century in Europe, it appears that it is obligatory in the elementary schools of Denmark, Sweden, France, Switzerland, Austria, Prussia, and, indeed, throughout Germany, and is taught largely in Holland; but gymnastic instruction for girls is far less general than for boys.

In Germany, however, much attention is bestowed upon the gymnastic training of girls. In the cities elementary schools are generally furnished with both a covered and an open-air gymnasium for the use of both sexes. This is also the case in the more advanced provinces of Austria. In Vienna there are at present *one hundred and twenty* special certificated teachers of gymnastics employed in the public school, giving equal attention to the instruction of girls and boys.

My space will allow only brief quotations touching the recommendation of the adoption of a practical system of gymnastics in our schools.

"All authorities agree that teachers skilled in the work, and convinced of its importance, are necessary to the success of the system. We must, then, endeavor to obtain a large number of good teachers; and these would naturally be drawn from the Normal Schools; and with them lies, to some extent, the key of the situation. A sufficient number of teachers for these schools, at least, could be obtained either from abroad or at home, as has already been done to a certain extent. The final aim would be to fit all teachers for giving instruction in this branch; and a step in this direction might be taken by making arrangements by which teachers could leave their schools for two or three weeks at a time, in order to attend gymnastic courses."

"As to the system itself it seems to me that there should be exercises of some sort once or twice daily for a few moments only, as is largely done already; and, two or three times a week, more extended in-

structions be given. If, at the same time, a fondness for physical culture could be made to spread from the teachers among the pupils, and from them again among the public, much good might be indirectly accomplished. The conclusions of the Belgium Commission, so often referred to, are very interesting in this connection. They review with some care the comparative merits of the system in which fixed apparatus is employed, and that in which none or very little such is used, and give their opinions in favor of the latter; at the same time specifying with minuteness exactly what pieces of movable or fixed apparatus they consider permissible. They condemn the complicated systems in use in many places, which have for their aim the acquiring of great strength, and the power to perform athletic feats, as objectionable and impracticable, and quote the opinions of gymnasts and experts as to the great value of the free exercises; and recommend lastly, that these exercises should be practised twice daily, and directed by the teachers at large, who should receive their instruction at Normal Schools, where the subject should be made obligatory. Whatever be the merits of any practical system, however, it must fail of accomplishing its object, if not nourished and supported by the conviction and enthusiasm of its teachers and the public."

Twelve years ago a special teacher of vocal and physical culture was appointed by the Board to direct and instruct the teachers in this twofold branch of education. That teacher, Professor L. B. Munroe, exerted a most beneficial influence in our schools, although he was too little encouraged and seconded

in his efforts. The system of gymnastics taught by him is excellent, so far as it goes; but it does not comprise all that is required in a complete system of physical training. It is designed especially to train and develop those muscles which are employed in respiration and the mechanism of vocal utterance. Since the discontinuance of his services, there has been apparently no progress in physical training in our elementary schools. Even a backward step in this matter seems to have been taken in the new regulations, in cutting down the time allowed to physical exercise. Now every scholar must have each session "not less than five minutes" of physical exercise, whereas previously the requirement was ten minutes each session. From my observations in the schools during the last half year I conclude that there are schools where even the present infinitesimal requirement is disregarded. On the other hand, special provisions were made for the regular and systematic gymnastic training of the pupils of the Latin School, in a well-furnished gymnasium, by one of the masters who had enjoyed the benefit of the excellent system of physical culture at Amherst College. The Girls' High School has a good gymnasium, and the pupils have received a limited amount of regular instruction in it. A Swedish lady, thoroughly qualified, both practically and theoretically, to teach the Ling system of free gymnastics, was employed in this school for a time, with apparently excellent results, and it is to be regretted that her services were not continued. She has been succeeded, however, by a competent teacher, a recent

graduate of the school, who is earnestly and successfully devoting herself to this branch of instruction.

No school-rooms in the world are better adapted than our own for free gymnastic exercises, as they are all seated with single chairs and desks, which afford ample space for the free movement of the pupils while standing in the aisles. But besides the frequent brief periods of exercise in the school-rooms, a longer and different drill should be given once or twice a week in a gymnasium, such as any of our grammar-school rooms would make; and I should be glad to see one of the school-rooms in each of the grammar-school buildings set apart for this purpose. Where the school yard or play-ground is large enough for the purpose, a portion of it should be set apart and provided with apparatus for out-door gymnastic exercise in pleasant weather.

Three years ago I visited the Victoria School, in Berlin, which is, perhaps, in point of merit, second to no other public high school for girls in Europe. After looking over its excellent accommodations, its library, apparatus, and cabinets, and witnessing some exercises in the class-rooms, I was invited to attend the gymnastic lesson of the upper classes. This was given in the Städtische Turnhalle (City Gymnasium), a large, fine building, with every appliance and convenience requisite for its purpose, which is in the immediate vicinity of the school. From a hundred to a hundred and fifty of the older girls were present. The exercises were not conducted by special teachers, but by regular professors in the school, who had qualified themselves to teach this branch. The sys-

tem of training was in all respects admirably adapted to the age and sex of the pupils. As I viewed that spectacle I was more strongly impressed than ever before with the value and importance of appropriate gymnastic training for girls. The subject was not new to me. For many years it had to a considerable extent occupied my attention. But the illustration then witnessed carried to my mind that sort of conviction which lasts as a motive to action; and that conviction is felt at the present moment as a motive impelling me to urge the importance of gymnastic training in schools.

Number seven of the list of topics above quoted—namely, *The Nervous System as Affected by School Life*—was treated by Dr. D. F. Lincoln, of Boston. This paper indulges in no sweeping charges against teachers and systems of instruction. It begins with the following statement of the difficulty of drawing the line of demarcation between the influences of school life on the health of pupils and the influences of causes over which the school has no direct control, a statement which, although apparently rather strong as a literal description of the state of this community, is well worth the attention of everybody interested in the advancement of education:—

“Our entire nation is believed to be suffering from certain widespread sources of nervous degeneracy. Our children are but a part of the nation, and must suffer along with the older members of the population. How shall we discriminate between what is national and what is simply scholastic? Give the child a constitution derived from excitable parents; a

nutrition in infancy and childhood from which iron, lime and phosphates are mainly excluded; a diet in later childhood most abundant, but most unwholesome, and based upon a national disregard of the true principles of cookery; a set of teeth which early fail to do their duty; a climate which, at its best, is extremely trying, killing either the aged by excessive cold, or the little children by a tropical heat; an atmosphere so deprived of moisture that the most casual observers speak of it, and men of science consider it as capable of modifying our constitution most profoundly; add to these influences those of a moral nature, arising from the democratic constitution of our country, spurring on every man, woman, and child to indulge in personal ambition, the desire to rise in society, to grow rich, to get office, to get everything under the heavens; add a set of social habits, as applied to the life of young girls and boys, which is utterly atrocious, which robs so many of them of their childhood at the age of ten or twelve, and converts them to simpering, self-conceited flirts and men of the world, *rusés*, and independent of control, a depraved and pitiable breed of 'little women and little men;' add, finally, the fact that we have now a population of six millions dwelling in cities of over one hundred thousand inhabitants, and exposed to those deteriorating influences which notoriously belong to great cities: give the child these conditions to grow up under, and can you wonder that he or she 'deviates from the type' (as it is fashionable to say) of the sturdy Anglo-Saxon pioneer who settled this continent? And can we wonder that educators,

persons deeply interested in their profession, and sincerely conscientious, should protest against the charges brought by physicians against their systems of instruction; should protest against the very title of this paper, and should appeal from the laziness and folly of parents, and what they consider as the professional prejudices of medical men?"

The chief aim of the paper is to show how school life is capable on the one hand of benefiting, and on the other hand of injuring, the nervous system.

My limits will allow me to quote only a few of the practical conclusions and suggestions. And first in answer to the question, "How may school influences directly *benefit* the nervous system?"

"In the first place, the school may provide for a reasonable degree of physical exercise, which every scholar shall perform unless excused by his physician. There is very little chance for healthy sports in great cities; and it is precisely in these cities that the greatest number of hours is spent in schools. If civilization takes from its members the country air and country sports, which are the natural means of health, civilization is bound to make good the loss to those who are too poor to make it good for themselves; and that means nine-tenths of the people in cities."

The question whether simple mental work is capable of doing positive good is carefully considered, and the conclusion reached that "mental occupation, like all other natural occupation, is therefore good; or, at least, it has a presumption in its favor." But the value of this work depends upon various circum-

stances. It is "vastly enhanced by the methodical way in which a good school enforces its performances." Then, it is wisely said, there is need of "judicious firmness in restraining from overwork, as well as in requiring the full amount of work." But another important means of rendering school influence positively beneficial to the nervous system consists in *muscular training*. Mental work and muscular training must go together in the well-managed school. "The respiratory muscles need development through training, in order that pure air may be largely introduced into the lungs." After showing that muscular activity is indispensable, not only to the successful working, but even to the health, of the brain, the learned reporter makes some valuable practical suggestions. He says, "It would be a neglect of duty did I fail to add that the whole matter [of muscular training] must be under control and regulation, and that forced and violent exercises in gymnastics, or out of them, are capable of doing great harm. It is a great mistake to work the brain till it can do no more, and then, feeling fagged out, to take violent gymnastic exercises or a long walk.

. . . I would suggest that a rule of the following sort be laid down for those who are old enough to follow it: Never let the bodily exercise be so crowded into a corner by work that you cease to enjoy it, to relish it as a well person relishes food; but as to the amount of exercise you take, let that be governed by the appetite for it. And do not feel bound to make your biceps big; for the muscles which do not show—those lying between the ribs, under the shoulder-

blade and the diaphragm — are more important, and are suitably developed by systematized breathing, by vigorous walking, and a little running or lifting, if you can bear it."

In speaking of another set of causes which ought favorably to influence the health of scholars, *happiness* is referred to as one of the surest sources of health: "Pleasurable sensations are imparted by all efforts made willingly, if within our powers. The scholar has that source of pleasure constantly *if he is well managed*. He is interested, and interest is the chief factor in happiness, while want of interest is a sort of hell on earth. He has the sense of mastering difficulties, of conquering his own weakness and ignorance. . . . And, finally, he is conscious of having a friend and sympathizer in the person of his teacher; if not, there is a serious fault to be found somewhere."

I must limit myself to a brief reference to the view presented by the reverse of the picture in which the *harm* done through injudicious schooling is shown.

"We are called on very strongly to condemn all points in the management of schools which give rise to anxiety, apprehension, exaggerated feelings,—in short, of any sort, whether of joy or pain, in the minds of the scholars.

"The sensation of inadequacy to one's task is a source of acute suffering and injury." The skilful teacher knows how to deal with such cases by the lightening of tasks, by judicious assistance, and by encouragement.

Irritability is said to be the characteristic of chil-

dren suffering from excessive school tasks in which they are interested, or to which they are unduly stimulated by emulation. What is said on this point in the following sentences may perhaps be profitably considered by some teachers who have not been conscious of erring in this matter. "And be it said that this state [of irritability] is most needlessly aggravated by a great many petty restrictions and points of discipline, which keep the child in a state of continual apprehension. He is, perhaps, marked for tardiness, and hence eats his meals in a state of trepidation lest he come late to school; he is marked for each recitation; he is constantly inquiring how he stands; and if he is ambitious, the consciousness of impending destiny is ever present to his mind."

The effects of overwork are said "to be developed either by excess in quantity or by a monotonous strain of the faculties in one direction."

"As to excess in quantity, a child is capable of doing a good deal of work; but it must be done under the conditions of perfect sanitary surroundings, and, above all, *of frequent rest*. . . . A long, unbroken session takes out of a young child more than he can make good by repair before the next session; and the total of these excesses of waste are subtracted from his total growth, stunting his body and mind together.

"Deprivation of sleep is another factor in producing exhaustion. This is the danger of home lessons.

"Deprivation of food often occurs. . . . As for the regular meals, a parent is inexcusable who will permit a child to miss them or take them irregularly, to lose its appetite for them, except in case of war,

insurrection, or peril by sea." Schools having long sessions should always make reasonable provision of *time and place* for the scholars' luncheons. This reform, which was several years ago introduced into our Girls' High School, has proved most beneficial to the pupils. Why should it not be introduced into all our High Schools?

One matter of diet is particularly emphasized, although it is a matter over which the school has not direct control, namely,—the use of tea and coffee. Dr. Lincoln says: "I desire to express my wish that the time may soon come when tea and coffee shall be withheld entirely from children under sixteen or eighteen years of age,—according to their development,—except when it is expressly recommended by physicians. *It is absolutely beyond a question that most children will develop a better physique without them.*"

The sanitary condition of school-rooms. "There are three special faults in sanitary conditions which do harm to the nervous system of those in school-rooms. These are, the means employed in lighting evening schools, the undue heat of school-rooms, and the excessive dryness of their atmosphere, with other impurities. . . . For young persons and children, properly fed and clothed and dried, it appears to me that 66° or 67° F. is quite enough. Neither heat, carbonic acid and oxide, sulphurous vapor, nor excessive dryness of the atmosphere, are felt as evils by the majority of our people; *but all of them are dangerous in a special sense to the nervous system.*"

Frederic Tudor, sanitary engineer, of Boston, in an

essay on health, lately published, lays great stress on the need of providing for moisture in atmosphere which is to be breathed. He says: "An air which is hot, but dry, while it keeps the mercury up in the thermometer, tends to bring the temperature of our bodies down by rapid absorption of insensible perspiration. A moist air at 60° feels cool and fresh without any sense of chilliness; but this feeling is often experienced in a perfectly dry air at 70° ."

Dr. Lincoln's paper embraces citations from opinions of many physicians and teachers in reply to inquiries on the subject under consideration, and I must find room for his summary of the results of the investigation.

"1. School-work, if performed in unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability and exhaustion.

"2. By 'unsuitable,' is chiefly meant 'close air,' or air that is hot enough to flush the face or cold enough to chill the feet, or that is 'burnt' or infected with noxious fumes of sulphur or carbonic oxide.

"3. Very few schools are quite free from these faults.

"4. Anxiety and stress of mind, dependent mostly upon needless formalities in discipline, or unwise appeals to ambition, are capable of doing vast harm. It is hard to say how much is actually done; but a strong sentiment against such injudicious methods is observed to be springing in the minds of teachers.

"5. The amount of study required has not often been so great as would harm scholars whose health is otherwise well cared for.

"6. Teachers who neglect exercise and the rules of health seem to be almost certain to become sickly or 'to break down.'

"7. Gymnastics are peculiarly needed by girls in large cities; but with the present fashion of dress gymnastics are impracticable for large girls.

"8. The health of girls at the period of the development of the menstrual functions ought to be watched over with *unusual* care by persons possessed of tact, good judgment, and a personal knowledge of their characters.

"9. One of the greatest sources of harm is found in circumstances lying outside of school-life. The social habits of many older children are equally inconsistent with good health and good education."

Topic No. 4, above referred to,—*Sanitary Requirements of School Architecture*,—has been treated by Dr. Lincoln in a most thorough manner.

As I speak of school architecture under another head, I shall not here introduce any of the conclusions on the subject contained in this exceedingly valuable paper;* but I regard this paper of so much practical importance, as a summary of the best opinions relating to the sanitary requirements of school-houses, that I deem it my duty to recommend to the Board that it be printed with the forthcoming annual report of the Board.

At the recent meeting of the Social Science Association, Dr. Lincoln, in his report as secretary of the department of health, presented a summary of the

* Printed in the Sanitarian, Nov., 1876.

recent progress in this science, from which the following paragraphs are quoted: —

"Within a few years the general subject of school hygiene has received an impulse which seems destined to place it among the most popular of sciences. Within less than three years the American public has been addressed on the subject by a great number of men, among whom I will mention Drs. Nathan Allen, C. R. Agnew, A. N. Bell, S. Smith, F. Winsor, J. Gurwen, A. H. Nichols, R. J. O'Sullivan, B. J. Jeffries, F. D. Castle, F. W. Draper, W. C. Wey, Prof. R. C. Kedzie, and Rev. J. S. Goodnow; and a great many school committees and boards of health have either instituted special hygienic inspections, or have published their opinions on portions of the question."

"But in this effort at reform we are merely following the lead taken in Germany, and signified by the publications of Virchow, Varrentrapp, and others in 1869, and many since. As an instance of their zeal in the investigation of school diseases, I will mention that we have accounts in print of eleven scientific examinations of large numbers of scholars' eyes, beginning with Cohn's celebrated publication in 1867; while in America only one account has as yet been published, and that not yet complete."

"We owe a great debt of gratitude to Amherst College for the consistent and thorough manner in which she has demonstrated the value of gymnastics to students. . . . The results of sixteen years' trial of this system are most encouraging. The beauty, grace and manliness of the students is decid-

edly improved; they give a good account of themselves to the measuring tape, and at the boarding-house table; their sicknesses have diminished one-third, and their deaths in the same proportion."

The Rhode Island Medical Society appointed a committee some three years ago (June, 1873) "to report on the development of the young, with special reference to the present system of education in our public schools." After a report by this committee and repeated discussing of the subject, this body finally adopted, in December, 1875, the following resolutions:—

"*Resolved, First,* That injury to pupils at school, while in the school-room, is mainly due to deficient ventilation, unequal heating, long confinement to one, often abnormal, position, and mental excitement not necessarily connected with effectual study.

"*Second,* That two short sessions daily are better than a single long one.

"*Third,* That in sessions of three hours at least two recesses should be allowed, one of them to be devoted to light gymnastics.

"*Fourth,* That study at home should not be required of pupils under twelve years of age, nor of older ones except under judicious limitations.

"*Fifth,* That the half-time system is desirable in localities where the children are engaged in steady industrial occupations.

"*Sixth,* That among the most frequent causes of

ill-health among pupils while attending school, we must recognize the following: Attending balls and parties, sitting up late nights, eating improper food, drinking tea and coffee, and especially reading works of fiction."

I conclude what I have to say on this department of education by expressing my hearty approval of the order introduced into the Board by one of its members,* providing for the appointing of a medical inspector of our schools.

In considering the expediency of adopting this measure, the first question that arises is: *What are the duties which might be assigned to a medical inspector?* Dr. Lincoln has answered this question very fully in his remarks before the committee to whom the subject was referred, and I quote it here that it may be preserved for future reference: —

"1. Gathering and distributing information relative to school hygiene. He should study the subject in current literature; by personal conference with living authorities, and inspection of improvements in schools, in distant places; by systematized correspondence upon stated subjects; by regulated tests of the value of plans (*e. g.*, for ventilation) proposed for our own use, etc.

"2. Examining all plans and sites for schools, before buildings are erected.

"3. Sanitary inspection of all our school buildings and premises, with recommendations as to needed changes; and subsequent occasional visits to ascertain the success of his recommendations.

"4. Advice in respect to gymnastics, recreation, and general habits as affecting health. In carrying out this, and, in fact, all of the points, the cordial assistance of teachers might safely be counted on.

* Dr. John G. Blake.

" 5. Measures for preventing the spread of contagious diseases in schools. The inspector should be informed immediately of every case of scarlet fever or small-pox breaking out in any family in the city, where there are children of the school age; and should take measures both to prevent the children's attending school during the existence of such diseases in their families, and to secure disinfection after the close of the sickness. Such a plan would require the co-operation of the practising physicians of the city, the city Board of Health, the teachers in schools, and the truant officers. This concerted action would not be hard to bring about. During the last ten years the deaths from scarlet fever in Boston have averaged 233 annually. Other contagious diseases, including small-pox, are decidedly less fatal, but might properly be added to the list to be guarded against.

" 6. Annual report of all transactions to the School Committee, to whom he should be solely and directly responsible.

" Suitable supervision of this sort has not as yet been made either in Germany, England or America. Paris provides it for her Primary Schools; the city of Elmira, N. Y., has such a medical officer; but with these exceptions there is almost nothing of the kind established."

This comprehensive summary of the duties appropriate for a medical inspector of schools ought to satisfy a reasonable mind, it seems to me, that such an officer might find useful employment in connection with the management of a system of schools.

There is but one other question, as I conceive, to be considered in determining the expediency of creating this new office in our system, and that is the question *whether the good likely to be accomplished by the measure is sufficient to justify the expenditure which it would require.*

The amount of expenditure for this purpose need not, for the present certainly, much exceed

that of the salary of the inspector, and the probability is that it would not be necessary to provide a salary greater than that of the chiefs of the departments of music and drawing. In considering whether such an expense would be justifiable, for the kind of service which has just been described, we naturally turn our attention chiefly to the magnitude and importance of the interests involved.

After carefully looking into the matter from this point of view, would any reasonable person deny, that a competent medical man, devoted to such lines of work as have been above indicated, might greatly promote the well-being of the fifty thousand children in our schools; that he might prevent many cases of sickness and death among them, and raise the standard of their health and physical development; that he might, by improving the sanitary condition of the schools, materially increase the effective working power, not only of the mass of the pupils, but also of their twelve hundred teachers, and thus increase the utilization of the two millions of dollars annually expended for school purposes?

But it does not seem necessary for me to discuss this plan here at any length; and I shall therefore content myself with the expression of my approval of it.

Hitherto we have directed our attention too exclusively to the intellectual education. The tasks of the brain have been greatly increased, without a corresponding increase of care for the preservation of health. This is the great defect of American education; it is fitting that Boston, the cradle of the great

system of free popular education, should take the lead in showing how this defect can be remedied. Henceforth, let both body and mind receive their due share of attention.

EXAMINATION OF SCHOOLS.

In considering this subject, it seems desirable to define, at the outset, what is meant by an *examination* of schools as distinguished from what is meant by an *inspection* of schools.

An inspection is a visitation for the purpose of observation, of oversight, of superintendence. Its aim is to discover to a greater or less extent the tone and spirit of the school, the conduct and application of the pupils, the management and methods of the teacher, and the fitness and condition of the premises. Good inspection commends excellences, gently indicates faults, defects and errors, and suggests improvements as occasion requires. By the expectation of visits of inspection, of the right sort, teachers are stimulated to fidelity, and to efforts for advancement in efficiency. While inspection has for its object in some measure to stimulate, encourage and guide both teachers and pupils, this is not the limit of its scope. It has another important purpose, namely, that of enabling the inspector to acquire valuable information as a basis for action in the administration of the system. But inspection does not undertake to apply tests to teachers or pupils, to be followed by serious sanctions. Its object is general rather than special. It is best that inspections should be made without previous

notice, and that they should be made by competent and experienced experts; but inspection by intelligent and judicious non-experts may be highly beneficial. The principals of schools should frequently inspect the classes for which they are responsible; the superintendent should, as often as practicable, inspect all the schools under his charge; and, of course, inspection is one of the duties of school committees.

An examination is different from an inspection both in its aims and methods. An examination is a thorough scrutiny and investigation, in regard to certain definitely determined matters, for a specific purpose. It should proceed according to a prearranged scheme, and it should not omit any element in the scheme. It seeks positive evidence and exact information in regard to all the matters comprised within its scope. Nor is this all. An examination not only implies the acquisition of facts within a prescribed sphere, but it also implies a weighing and considering of those facts, and the making up of a judgment upon them. The object of the examination is to arrive at a just estimate of merit, or attainments, or progress. This judgment or estimate, then, constitutes the essence of examination, for it is the basis of awards which are of the highest importance to both teachers and pupils.

In proceeding with the analysis of the subject, it is necessary to note the different kinds of examinations. All examinations affect, more or less, both teachers and pupils; but considered with reference to the chief objects to be accomplished, examinations of schools and classes are of the three following kinds:—

Examination of classes, to ascertain their progress and to determine the rank of the pupils composing the class.

Examination of pupils, for promotion, for graduation, and for distinctions or honors.

Examination of schools and classes, with reference mainly to the merit and standing of the teachers.

As the objects of these examinations differ, so must their methods differ, and they must be conducted by different classes of examiners. The general principle as to the qualifications of the examiner is that he should be competent and disinterested as to the result. He should know what facts to seek; he should know the best way of discovering them; he should be capable of estimating them at their true value; and, above all, he should have no relation of interest or feeling to warp his judgment.

I proceed to consider the three kinds of examinations in the order above named:—

I. The examination of pupils, to test their progress or to determine their rank, which I call class examination, has been of late quite extensively adopted, and it is apparently gaining ground. This examination is of course to be conducted by the class teacher, but under the supervision of the principal. If the examination is to be merely a test of progress, it may be, and indeed should be, both written and oral; but if it is to determine rank, it becomes essentially a competitive examination, and must therefore be conducted in writing, except in branches to which this method is inapplicable; otherwise all the pupils are not subjected to the same test. It is obvious that an

examination for the purpose of ranking should comprise all the branches taught. And here the difficult thing to do is to assign to the result in each branch its just relative value, that is, to determine what shall be the maximum mark, or number for each branch. Perhaps the best criterion for determining this matter is the relative amount of time devoted to the respective branches. The class examination seems to have been introduced as a remedy for the evils of the marking system. But in some cases has not this class examination become an evil as great as that it was intended to remedy? When pushed to excess the examining and marking of papers by teachers becomes an intolerable burden, and the pupils waste their time in giving proofs of their ignorance. The better plan would seem to be to combine judiciously the system of lesson-marking with the system of examining for rank, pushing neither to an extreme. But I am inclined to think that the marks for conduct should in no case be combined with the marks for scholarship, in determining the rank of pupils, or in determining their promotion, unless promotion is based on a competitive examination, and in a particular case the scholarship marks of two competitors are equal, but their conduct marks unequal. For conduct marks and scholarship marks are not commensurable qualities any more than yards and pounds.

II. Examination of pupils for promotion, for graduation, and for distinctions or honors.

1. Examination for promotion. This examination should be conducted by the principal, under general regulations and supervision. To take this authority

from the principal is to deprive him of one of his most important functions. There are three systems of promotion possible.

(a.) Promotion of the class *en masse*, or by seniority, without a serious test examination. By this system the teacher is deprived of one of the most powerful motives for securing vigorous exertion on the part of the pupils, and every class is subjected to the drag of a considerable number of hopeless idlers and laggards. Besides, the great difference between the head and foot of the class soon becomes too great for the common good.

(b.) The system of individual promotion by capacity. By this system the best in each class are promoted at any time when there is room in the class above. This amounts to promotion by competitive examination. This system affords bright scholars a chance to complete the course in the shortest possible time. But the objections to it when used exclusively are very grave. Its effect is to over-stimulate and overwork precocious pupils, and especially girls; it discourages pupils of slow intellect, and utterly demoralizes the idle and unambitious, who are left stranded in the lower classes, where they get little benefit and do much mischief. In schools conducted on this principle, frequently the average age of the pupils in an upper class will be much less than that of the pupils in the lower class. Where this system has been rigorously enforced it has been found necessary to limit the age above which pupils are not allowed in the different classes, notably, in some of the "Great Public Schools" of England.

(c.) The two systems above named combined. By this mixed system, while the identity of the class is preserved, as far as practicable, by simultaneous promotions, every member is subjected to a serious examination as a test of fitness for advancement. The results of this examination combined with the lesson-marks determine the promotions, those pupils only who fall below a reasonable minimum being obliged to repeat the course of the class. To perfect this system the principal must, as occasion requires, exercise the prerogative of allowing exceptionally able pupils to "jump" a class, and of degrading those who are exceptionally delinquent. That is, he must make some individual promotions. The class examination above referred to will give seasonable intimations to the pupils of their probable standing at the examination of passage, and thus afford them an opportunity to recover lost ground. By this system, which seems to me the best, while an examination is required, it is not a competitive examination, but what the English call a pass examination, where only a minimum result is requisite for passing. Hence, the examination may be either written or oral, or both. In all examinations which are not competitive it is desirable that both written and oral tests should be applied; for some pupils are strong on paper and weak in speech, and others are weak on paper but strong in speech, and the examination should afford each an opportunity to show his real ability; since, in an examination for promotion, the point aimed at, is not to know whether the pupil can answer on all the details of the matters taught, but whether he is capa-

ble of taking the higher stage, with profit to himself and without detriment to the class.

The examination for transfer from one grade of schools to another, that is, from the Primary to the Grammar, and from the Grammar to the High, ought to be conducted on the same principles as that for the passage from a lower class to a higher in the same grade of schools. But here the control of the examination should be in the hands of an authority independent of the grade from which the transfer is made, and also independent of the grade to which the transfer is made. But the principals of both these grades should be called in as advisory assistants. Of the principal from which the transfer is made, the candidate's record should be required, and a certificate of probable fitness. From the principal of the grade to which the transfer is to be made, advice should be had and considered as to the minimum of requirement allowable for admission; that is, as to the character of the questions and the minimum mark for passing.

2. Examination for graduation. Here the principal should co-operate so far as to furnish the list of all the pupils entitled to be candidates, the scholarship marks of each, and his opinion of their maturity. But the actual examination ought to be under the control and management of the superintending authority, because, in a system of schools, it is desirable that all the diplomas of the same grade should have a uniform value, and this could not be the case if each principal should make his own standard. As a matter quite of course the result of the examina-

tion should be combined with the record of scholarship. And it is desirable that the examination should be both oral and written. It is essential that the examination should cover all the subjects of the programme of the graduating class, but not all the topics; nor should it go back to the matters of the preceding class, as they have already been satisfactorily passed. And in all sound educational economy some privilege of oblivion must be permitted to students. Nothing is more to be deprecated in the matter of test examinations than to demand of the examinees readiness in all they have ever studied. Examination for graduation, as in the case of examination for promotion, should never be competitive, only a certain minimum of qualification being demanded. The level of this minimum must of course be raised as high as the best good of all requires. The graduating examination should be in accord with the programme, that is, it should conform to the programme both in respect to spirit and scope. The ranking of graduates according to their marks renders the examination in effect competitive. This is practised to some extent in western cities in connection with High-School graduation. Its effect on girls, according to my observation, is decidedly injurious.

It is well known that school authorities sometimes fix in advance the percentage of marks requisite for promotion or graduation. Is not this highly unpedagogical? Of what avail is it to fix the minimum percentage before you know the character of the questions or the degree of strictness in marking?

3. Under the second class of examinations there is

only one more variety to consider, namely, the examination for distinctions or honors. From the nature of the case this must be a competitive examination; and one of the essential things in a competitive examination is that the conditions be made known before the race begins. So from the outset of the preparation the competitors should be informed definitely as to the nature of the ordeal,—namely, on what subjects they are to be examined, whether the sum of the class marks is to be the criterion, or whether the examinations alone are to be considered, or whether class marks and examination marks are to be combined, and in what proportion. This examination should be conducted by the teachers of the competitors, as they alone know with accuracy what has been taught, but under the supervision of an impartial umpire. And it should be conducted in writing so far as this method is applicable.

III. Examination of schools in classes, with reference mainly to the merit and standing of the teachers. Although the chief object of this examination is to ascertain the merit and standing of the teacher, it has other objects of higher importance, among which are, to stimulate teachers to efforts to keep up and increase their efficiency; to see that all the subjects of the programme are taught in due proportion, and kept abreast of each other; and to serve as a guide to the teacher, both as to methods and as to the interpretation of the requirements of the programme. This examination should be so conducted as to discover and appreciate merit, to encourage sound teaching,—teaching that trains and educates; teaching that

is solid rather than showy; teaching that aims at the highest good of the pupils, morally and physically, as well as intellectually. It is its purpose also to detect incompetency and unfaithfulness. In a word, its office is to give a just and true report of the teacher's work, and at the same time incidentally to afford the teacher, as far as possible, stimulation, encouragement, and guidance. Without the judicious examination of schools by well-qualified experts, there can be no adequate guaranty of the faithful and efficient performance of their duties on the part of teachers. I say *judicious* examinations, for if schools are not wisely examined,—examined as only persons of thorough pedagogical knowledge, ripe experience, and sound judgment can perform this service,—it is as well, perhaps, to leave them without it altogether. But an examination so conducted as to encourage true merit, to promote the use of the best methods, to regulate in the best manner possible the instruction imparted, both in respect to quantity and quality,—it is by such examinations, if at all, that will be hastened the dawning of that day when there will be no cramming, no high pressure, no idleness, no excess, no deficiency, and no wasting of time or strength on the part of teachers or pupils.

The objects and character of this examination suggest the requisite qualifications of the examiner. In the first place, he should be independent, or, to speak more precisely, he should not be dependent upon the teaching corps. He ought to have had experience in teaching, and if he has had experience in grades similar to those in which he examines, so much the bet-

ter. His mind ought to be liberalized by a wide range of educational reading and study. He ought to have a good deal of practical common-sense. He should be more inclined to look on the bright side of things than on the dark side. He should look sharper for merits than for demerits. He should fear only two things: he should fear to do injustice, and he should fear himself. He should be eminent for good-breeding, as a guaranty of respectful treatment of teachers and pupils. And to make sure of the requisite sympathy, like Burke's lawgiver, "he ought to have a heart full of sensibility." In a word, for the successful exercise of this delicate and most useful function the very best educators are demanded. This function is next in importance and in point of difficulty to that of the chief supervision, which overlooks the whole economy of the system.

Without this instrumentality no system can be complete. And so, instead of saying nobody is equal to such a work, and therefore it must be dispensed with, we should rather "get the best," and trust to the law of supply and demand to furnish ultimately the requisite combination of rare qualities for the most satisfactory performance of this duty.

As to the method and plan of proceeding something must be said, but my limits will not permit details. In the first place, this examination should be made by the examiner in person, and not by sending a set of questions to be answered. I am aware that the plan of testing the work of teachers by a simultaneous, uniform examination of all grades by printed questions is somewhat in vogue in some places. But

I regard this plan as very objectionable. It is impossible to do justice by this plan. If this is so, no other objection to it need be raised. But even if it were possible to apply it without doing great injustice, it would do more harm than good.

Before the examiner begins his examining visits he should be prepared with a carefully matured scheme, set out in a blank or blanks, covering all the subjects of instruction, and all the other matters to be taken into the account in estimating the merit of the teaching, discipline and management of the class or school. The examination then consists in such observations and inquiries as may be needed to enable the examiner to fill his blanks on the spot, that is, to make up his judgment in detail and in general. Of course it would not be necessary to examine each pupil in every branch. In some branches it would be sufficient to witness the exercises as conducted by the teacher. This examination should be neither exclusively oral nor exclusively written, but a mixture of both methods. Printed questions are unnecessary. In elementary grades the responsibility of conducting the examination of a given class or school should be in the hands of one examiner. In the higher grades of institutions of instruction, where it becomes necessary to introduce departmental teaching, the work of examining may, with advantage, be divided in a manner corresponding to the usual division of studies into groups.

I have now outlined all the different kinds of examinations which seem to me required in a well-organized and well-managed system of public schools.

It belongs, of course, to the School Board to make the necessary provisions for these examinations. The particular deficiency in the Boston system, with respect to examiners, which has been often pointed out by me, has consisted in the absence of any adequate provision for that description of examinations which I have considered under the third head. I suppose the present Board intended to make provision for remedying this deficiency in section 138 of the regulations, which is as follows:—"The Supervisors shall visit and examine the schools in detail twice in each year, before the fifteenth of June and January. The results of these examinations shall be recorded in suitable books, kept in the Supervisors' office, and open only to the inspection of members of the Board." My opinion in general respecting the plan of the Supervisors for carrying out this provision has been submitted to the Board.

Good teachers, who know what is best to be taught, and how to teach it, have a right to be examined by competent examiners, that they may have proof of the excellency of their work. Teachers of a different character, who have an imperfect knowledge as to what ought to be taught, and a limited acquaintance with the best methods of teaching, and possess little professional ambition, *need* frequent, judicious examinations and inspections, to instruct them in their duties, and to stimulate them to exertion.

A portion of our teachers—a very considerable portion, I trust—are now imparting a high style of instruction. But they need more sympathy and encouragement in this kind of teaching. This can be

given them most effectually by a right management of the examinations of their schools. Examinations may be the occasion of much good or much evil. The proper objects and uses of examinations is a subject which demands the serious attention of every one who is called to participate in the supervision of educational institutions. It is obvious that the utility of examinations depends wholly upon the plan upon which they are based, and the manner in which they are conducted. It sometimes happens that a man quite unaccustomed to the ways of the school-room, but possessed of good sense and right feelings, will make an examination very profitable to both teacher and pupils. On the other hand, a person of equal, or superior intelligence, and actuated by the best of motives, may, from inattention to the principles which should guide his proceedings, produce the opposite effect. Teachers and pupils are depressed and disheartened, instead of being stimulated and encouraged. They have faithfully tried to do a good work,—they *know* they have done it. But this is overlooked or under-estimated, and they are admonished, gently it may be, for not doing something else which they could not do, or which they did not know would be required of them.

The examiner should always remember that he is to a large extent shaping the subsequent teaching as well as ascertaining the preceding. Teachers are ever strongly tempted, even against their better judgment, to make their teaching conform to the kind of examination expected. They cannot be blamed for adopting such a course. Indeed, they

might, with greater reason, be blamed for not doing so, since the primary responsibility is with the committee, who themselves examine or appoint the examiners, are the legal trustees of all the interests of the schools under their charge, and it is within their province to determine what description of instruction shall be given. Teachers are, with reason, expected to give satisfaction to their employers and supervisors. Examinations are held to determine how far this end has been attained. But they do more. They virtually indicate what the examiner thinks the pupil ought to know, as well as reveal what he does know. It is important that examiners should keep this fact in view, and conduct their examinations accordingly. If the examiner comes into the school every quarter, or every month, only to be entertained by exercises in some favorite branch, conducted in some favorite style, the teacher will soon find it convenient, if not necessary, to be prepared for such a course.

But examination should be conducted not merely with reference to discovering what the pupil knows and to pointing out what he should know. It should go farther and look to higher results. It should seek to find out what the pupil *is* and what he can *do*; or, in other words, to see what *discipline* of mind and heart and body he has had. It is true, this kind of examination is difficult, and few are qualified for it; but it is necessary as a means of securing the highest style of teaching. We must not, however, fall into the error of supposing that its results can be adequately expressed by percentages. Let our examinations be extended into this higher sphere of

education, and many teachers will be glad to occupy themselves with it to a greater extent than they have been accustomed to. But then it must be borne in mind that the teacher cannot prepare his pupils for everything in a limited period of time. There must be a choice of subjects in the general scheme; and there must be a choice of topics and methods in each particular branch. The greatest injustice is often done by an unfair comparison of schools in some *one branch* only. A particular school may be immensely superior to another in one branch, and yet be, on the whole, immensely inferior to it. And so with systems of schools.

If a teacher, in obedience to direct or indirect instructions, or in the absence of all instructions, has adopted a certain course, and has prepared his pupils for one sort of an examination, he ought not to be censured for their failure when put to a totally different test, which he could not have anticipated.

Before a teacher is censured for any supposed deficiency, he should be permitted to show what he has attempted and what he has done, and to give his reasons for his course. For instance, the examiner finds that the pupils of a certain school can recite the text of the books glibly enough, but that their reasoning faculty has not been duly exercised and trained, and that, as soon as they are taken out of the routine of question and answer, they are bewildered and cannot proceed. He is dissatisfied, and suggests that the pupils should be taught to think, to reason, to investigate, to understand; that they should learn things as well as words. But, on inquiry, he might,

perhaps, find that his predecessor, a year before, was displeased for precisely the opposite reason, and strongly insisted upon the verbatim recitation of the words of the text-books.

Examiners ought to avoid extreme notions on the subject of education. The good teacher, who is master of his art, if left sufficiently free, will give to each branch and each department of education its proper share of attention,—neglecting none, making a hobby of none. And such should be the aim of the examiner, if he would make his examinations profitable.

And, finally, in examinations, the teacher's individuality should be duly respected. I do not mean here by individuality a peculiarity of opinion or theory which takes the liberty to oppose openly or quietly ignore the plain requirements of the regulations respecting the management of the school or the studies to be taught. Nor do I mean that oddity, capriciousness, whimsicality, or eccentricity should claim indulgence, under the more respectable designation of individuality. Nor would I allow incompetency to escape its just criticism and its just estimate on the plea of the rights of individuality. But what I mean is, that it should not be insisted on that each teacher should do everything in the same way and at the same time; and that teachers should be allowed to make their own plans and pursue their own methods so far as is consistent with the interests of the whole system, provided that the desired results are produced.

THE BOSTON SCHOOLS AT THE VIENNA EXHIBITION.

Although it is three years since the exhibition was held, the reports on its different departments by the United States Commissioners appointed for the purpose have only just now been issued by the Secretary of State. The able report on the Educational Group was drawn up by John W. Hoyt, LL. D., of Wisconsin, to whom was accorded the high honor of the presidency of the jury for the group. This report contains a statement of the character of the Boston exhibit; and, considering the authority from which it comes, it seems proper that it should be laid before the Board as an appropriate supplement to my brief report on the subject. After describing the location of the American Educational Exhibit in the Industrial Palace, and stating that the space which it occupied was divided into four courts, the account proceeds as follows: —

"The northeastern of these courts was wholly occupied by the State of Massachusetts and the City of Boston. In fact, it was called 'Boston,' for the State's exhibition was confined to one valuable case; and, suspended over all, in the most conspicuous place, was displayed a rich and beautiful silk banner, bearing a representation of the city's 'coat of arms.' Briefly mentioned, the Boston contributions consisted of reports of the Board and Superintendent of the city schools; complete sets of text-books used in the Primary, Grammar and High Schools, 118 volumes, in neat walnut cases; books of reference used in the Grammar Schools, 103 volumes, including Appleton's New American Cyclopaedia; a full set of physical apparatus used in all the schools, 65 pieces; a variety of independent pieces of apparatus; models for drawing; terrestrial and celestial globes; a set of Mason's music charts; a handsome statistical chart showing the status of all the educa-

tional institutions and organizations of the city ; a great variety of wall-maps (including a full set of Guyot's), tablets, etc. ; a dozen pieces of school furniture ; portfolios of photographic views of Boston school buildings ; and a handsome display of class-work of pupils, including many bound volumes and portfolios of drawings, music and miscellaneous work, and 300 primary slates taken from the schools, and faithfully illustrating the proficiency of their pupils.

" All in all, this exhibition was extremely interesting, unique and valuable. It was universally regarded by members of the jury, as well as by educational visitors in general, as the most complete and satisfactory representation made in this group by any one city. It certainly reflected much honor upon the efficient superintendent and honorary commissioner, Dr. J. D. Philbrick, who was at once the moving spirit and executing hand in the whole matter, and fairly entitled the City of Boston to the very handsome recognition, in the form of the GRAND DIPLOMA OF HONOR, which it received on the *unanimous* recommendation of the International Jury."

Only three other cities received the Grand Diploma, namely, Vienna, Berlin, and Paris.

COURSES OF STUDY.

The courses of study provided for our Grammar and Primary Schools are believed to be in the main sound and judicious, and in accord with the views of the best authorities on such matters; as it is however some twelve years since that of the Primary Schools, and eight since that of the Grammar Schools was adopted, some modification may now be found desirable, and therefore the Board has very properly directed the Board of Supervisors to take the matter into consideration, and report thereon.

There is one modification, in regard to the desirability of which I am well satisfied. I mean the addition of a provision fixing the *time per week* to be devoted to

the departments or branches of instruction. The time for music, drawing, and physical exercises has been already determined, and whatever necessity there might have been, when these branches were first introduced, for fixing the time to be given to them, while the time to be given to the other branches was left to the diverse judgments of the individual teachers, it seems clear that no such necessity now exists. The time per week to be devoted to each branch taught being fixed, it may well be left to the teachers to frame their daily programmes and timetables, with perhaps some slight restrictions, according to their own preferences. It is believed that this provision, instead of hampering and cramping the teachers in the discharge of their duties, would be of real assistance to them, and relieve them from an embarrassing uncertainty as to the proper apportionment of the school time.

SCHOOL SESSIONS.

Our Primary and Grammar Schools have ten sessions a week, namely, six forenoon sessions and four afternoon sessions, no session being held on the afternoons of Wednesday and Saturday. This has been the custom for very many years, and it is a custom which has certain advantages. The break in work in the middle of the week affords relief to both teachers and pupils, which is no doubt beneficial. In years past I have not been quite willing to see this arrangement changed. Nor am I now thoroughly convinced of the expediency of a change. But a change of circumstances has taken place which seems

to render it desirable to take this matter into careful consideration. Authority and example have all along been against our custom. So far as I know, city schools outside of Boston have no Saturday session, but they have two sessions on each of the other secular days of the week. But, in addition to this fact, there are now three new considerations which weigh in favor of abolishing the Saturday session:—

1. It has been abolished, as far as the High Schools are concerned.
2. It would remove all difficulties in regard to the attendance of Jewish children.
3. It would leave the whole of one day free for teachers who are improving their qualifications for their duties by attending special courses of professional instruction, such as those referred to in speaking of the Normal School.

THE SUPERINTENDENCY.

The office of Superintendent of Schools was created in 1851, after prolonged and strenuous opposition to the measure by extreme conservatives. But if its opponents did not succeed in preventing the creation of the office, they did succeed in preventing it from being established on the proper basis. Its existence was made to depend upon the pleasure of the City Council instead of being fixed by law. Its salary, too, was at the mercy of the City Council, instead of being in the control of the School Committee, as was the salary of the teachers. And not unfrequently members of the City Council would threaten to abolish the office, or to cut down the salary, when-

ever the action of the Superintendent did not suit their notions of school management. The tenure of the office by annual election greatly weakened its influence, lowered its dignity, and crippled its efficiency; and, to cripple it still more, frequent attempts were made to require more than a majority of votes for an election. The regulations prescribing the duties of the office seemed to be designed to prevent the incumbent from doing harm, rather than to invest him with power to do good. Consequently, during all the period of my service I labored under the greatest disadvantages in my efforts to correct abuses and to introduce improvements. The act of 1875, providing for the reorganization of the Board, has, to some extent, remedied the defects of the office, by relieving it from the control of the City Council, and by making the election both obligatory and biennial. But in order to render the office what it should be, as an instrumentality for promoting the best interests of the school system, some important modifications in the new regulations seem to me necessary. It is not desirable, perhaps, that I should express here my views in detail on this subject. But the general idea which I would present is, that the Superintendent should be invested with the requisite power and authority to render him in reality *the responsible head and chief executive officer of the system.*

THE REPUTATION OF OUR SCHOOLS.

I am a sincere admirer of Cromwell's saying, "Paint me as I am." It means, tell the truth; don't flatter; don't deify; don't exaggerate;

" Nothing extenuate,
Nor set down aught in malice."

I would commend these wholesome maxims to all future writers of anonymous communications to the newspapers about our schools, whether they be well-meaning, but not well-informed, friends of popular education, or whether they be enemies of the cause, masked under the pretext of friendly concern.

Our school system has lately passed through a trying ordeal. A reform in the *School Board* was needed. It was too large, and the mode of its election was bad. In order to bring about this needed reform, it was necessary to dwell upon the evils and shortcomings of the management, and set them in a strong light. From reading and hearing these criticisms, a stranger would naturally infer that the schools were about the worst in the world. On visiting the schools he would be puzzled to account for the criticisms. The truth is, that improvements had been constantly going on for many years, and that deterioration had only just begun to set in. It is perhaps still nearer the truth to say that a "new departure" was demanded, because under the old organization no further progress was possible; it had exhausted its capability for good; it had touched the limit of its usefulness. When it was clear that it

would not allow proper provision to be made for the examination of teachers and schools, the want of which was the chief defect of the system, it was evident that a change must be made.

What was said in the interest of this reform tended to give our schools a home reputation quite contrary to their real character. Some of our citizens began to think things were radically wrong in the schools themselves, and that they must be radically changed. I can tell them that the schools, such as they are, have been a gradual growth of centuries; that no one man, or one body of men, has made them what they are; that they are, and always will be, in a democratic community, the result of a compromise between conflicting opinions; that they represent the average opinion of the controlling sentiment of the community on the subject of popular education. There are a few citizens in this community who seem to hate the schools, because, in their opinion, they educate the mass of the pupils too much. There are others who utter complaints because the pupils leave school knowing so little; and again others who think they ought to learn matters different from those now taught. While all these classes, with those holding still other notions, *ad infinitum*, have their legitimate influence in shaping the character of the schools, no one of them has now, or can ever get, the exclusive control of them.

In the mean time the people—well-to-do people, people who are able to pay for the best private tuition—continue to send their children to our public

schools, to an extent unparalleled by any other large city.

In our school reports one will look in vain for any undue estimate of the merits of our schools. The writers of these reports have been content, for the most part, to set forth the facts as they are, without indulging in eulogistic periods. Acting in obedience to the injunction, "Let another praise thee," they have been content to abide by the verdict of disinterested and intelligent outsiders. They have rarely, if ever, lifted a finger to correct the gross misstatements of facts and absurdly wrong inferences in regard to the system so often made, or to reply to unjust criticisms.

In my last report, in referring to foreign criticisms of our schools, that the people might know how our education is regarded, I quoted the exceptionally commendatory remarks on the Boston system by the Rev. Dr. Rigg, a member of the London School Board, contained in an elaborate essay of that eminent dissenting divine to prove the general worthlessness of American popular education. Since that time a very able book, on the "Free Schools of the United States," has been written by Francis Adams, of Birmingham, England, Secretary of the National Educational League, an organization for promoting the most liberal provisions for the education of the people. This is the best account of the American system of public schools yet written, as has been abundantly attested by the leading educational men in this country. Mr. Adams, having presented a most interesting and instructive comparison of the

school statistics of the leading cities of the country, which I should be glad to find room for here, says of our system:—

"The schools of Boston have long been famous not only in America, but throughout the world. There are signs that the supremacy of this city in educational matters is to be disputed by some of the Western cities; but for the present, at any rate, it is entitled to the first place."

It will certainly be greatly to our discredit if we do not, at least, maintain our present rank, in spite of all competition.

It is but just, it seems to me, that I should record in this connection the action of the "Special Japanese Commission" in respect to our system.

Four years ago Fujimaro Tanaka, in the capacity of Commissioner of Education from Japan, visited our schools, and subsequently made a thorough survey of the leading European systems of education, the result of which he embodied in an elaborate report. On his return home he was made Minister of Education; and this year he was sent as a Special Commissioner of Education to the Centennial Exhibition at Philadelphia. While in this country he visited the schools of the principal cities, and extended his observations into Canada, as Canada had made a noble educational exhibit at the Centennial. Boston was one of the last cities visited by him. He came accompanied by several assistants. After spending several days inspecting the different grades

of schools, going to some in the most unpromising localities, as well as to the best, he announced to me that he had selected our system for the purpose of making collective exhibit of it in the imperial city of Tokio. In carrying out this plan, he purchased while here school materials to the value of about \$10,000. And the City Architect is at the present time preparing for him plans of two of our best school-houses, one Primary and one Grammar, for reproduction as a part of the exhibit.

DUTIES PERFORMED.

In compliance with the requirements of the Regulations, I submit the following brief account of the duties I have performed.

My time has been wholly devoted to the work of my office, in accordance with the requirements of the Regulations. The want of clerical help has been a serious drawback. I have visited the schools, when my other duties would permit, in order to obtain, as far as practicable, a personal knowledge of their condition. Considerable time has been occupied in attending meetings of the Board of Supervisors, especially with reference to the examination of teachers. Monthly meetings of the Principals have been conducted by me. The educational studies required by Section 116 have been assiduously pursued. Section 123, relating to the hour of keeping my office open, has not been complied with, as no "attendant" has been furnished. My regular office-hour is from 12.30 to 1.30, but this is by no means the limit of the time I find it necessary to be present.

VISIT TO WESTERN CITIES.

The Board having unanimously granted me leave of absence for the purpose of visiting schools in the principal cities of the West, I set out on the trip on the 28th of May, and visited Pittsburg, Cincinnati, Louisville, St. Louis, Chicago, Cleveland and New York. Although the time occupied by this trip was only a little over two weeks, by travelling mostly by night, and by the courteous assistance of the Superintendents in the cities visited, I was enabled to visit a great number of schools of all grades, from the Kindergartens to the High Schools. Blanks, forms, and printed documents of every description employed in connection with the administration of the school systems of those cities were collected. I had intended to embody my account of the trip in this report, but rather than swell it to a greater size, I deem it best to issue a separate report on the subject, in accordance with the vote of the Board granting me leave to report in print.

PERSONAL.

Again I find myself in the same office, but in a new situation. The continuity has been broken, and circumstances have changed. During eighteen months the office of Superintendent was vacant. It is now two years since I last spoke officially of the Boston Public Schools. I little anticipated that within a twelvemonth from the date of my resignation I should find myself, with restored health, taking an active part in securing, *through legislative*

enactment, the needed reform of the old system of management, or that I should be elected my own successor, under a new organization of the Board.

If these occurrences afford me some degree of satisfaction, it is chiefly because I hope they may be beneficial to the cause of education. My aim is, and will be, as it has been, to think, and say, and do the best things for the promotion of this Boston School system, and not to content myself with merely helping to carry on the schools as they are, but to work *for* solid improvements and *against* harmful innovations.

Respectfully submitted,

JOHN D. PHILBRICK,

Superintendent.

Issued December, 1876.

STATISTICS

ACCOMPANYING THE REPORT OF THE SUPERINTENDENT OF SCHOOLS,
FOR THE YEAR ENDING

JULY 31, 1876.

STATISTICS OF THE SCHOOLS.

Tables showing the number of teachers of each sex, in the different grades of schools, July 31, 1876.

REGULAR TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Normal School	1	2	3
Latin School	13	· · · · ·	13
English High School	18	· · · · ·	18
Girls' High School	1	26	22
Roxbury High School	1	7	8
Dorchester High School	1	4	5
Charlestown High School	3	5	8
West Roxbury High School	2	2	4
Brighton High School	1	2	3
Grammar Schools	87	493	580
Primary Schools	· · · · ·	423	423
Licensed Minors' School	· · · · ·	2	2
Deaf-Mute School	· · · · ·	8	8
Evening Drawing-Schools	16	· · · · ·	16
Evening Schools	36	106	142
Kindergarten School	· · · · ·	1	1
Totals	180	1,075	1,256

SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Vocal and Physical Culture: High Schools	1	· · · · ·	1
Military Drill: High Schools	1	· · · · ·	1
Drawing: High and Grammar Schools	5	2	7
French: High Schools	5	· · · · ·	5
German: High Schools	3	· · · · ·	3
Music: High, Grammar and Primary	6	1	7
Sewing: Grammar Schools	· · · · ·	26	26
Totals	21	29	50

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1876.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Attendance. Boys.	Per cent. of Attendance. Boys.	Head Master.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	II. Assistants.	I. Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal	72	72	144	70	70	140	96.2	1	.	.	.	.	1	1	1
Latin	352	352	704	332	332	664	94.3	4	2	5	.	.	.	.	.
English High	535	535	1070	524	524	1048	97.2	1	5	13	.	.	.	.	.
Girls' High	599	599	1198	566	566	1132	94.4	1	.	.	.	2	4	15	15
Roxbury High	102	96	198	100	94	194	97.9	1	.	.	.	1	1	5	5
Dorchester High	59	80	139	58	74	132	95.1	1	.	.	.	1	1	3	3
Charlestown High	96	116	212	94	111	205	96.7	1	1	1	.	.	2	3	3
West Roxbury High	19	57	76	18	56	74	97.1	1	.	.	.	.	1	2	2
Brighton High	34	22	56	33	21	54	94.8	1	.	.	.	.	.	2	2
Totals	1197	1042	2239	1159	992	2151	96.1	8	10	16	5	3	10	31	31

HIGH SCHOOLS.

Abstract of Semi-Annual Returns, July 31, 1876.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Attendance. Boys.	Per cent. of Attendance. Boys.	Head Masters.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	II. Assistants.	I. Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal	69	69	138	66	66	132	96.	1	.	.	.	1	1	1	1
Latin	355	355	710	328	328	656	92.	1	5	2	5	.	.	.	.
English High	483	483	966	462	462	924	95.	1	5	12	.	.	.	.	.
Girls' High	569	569	1138	522	522	1044	92.	1	.	.	.	2	4	15	15
Roxbury High	91	82	173	87	78	165	95.	1	.	.	.	1	1	5	5
Dorchester High	57	76	133	53	69	122	92.	1	.	.	.	1	1	3	3
Charlestown High	93	106	199	90	99	189	95.	1	1	1	.	.	2	3	3
West Roxbury High	19	56	75	18	54	72	95.	1	1	1	.	.	2	2	2
Brighton High	32	18	50	30	16	46	92.	1	.	.	.	1	1	1	1
Totals	1130	976	2106	1068	904	1972	94.	9	11	16	5	5	8	30	30

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1876.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	II. Assistants.	Ass'tants.	Sewg Teach's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Adams	350	138	488	330	131	461	27	94.3	1	1	1	1	3	5	.
Andrew	314	111	425	295	101	396	29	93.2	1	1	1	1	2	6	1
Bennett	143	129	272	133	120	253	19	93.0	1	1	1	1	1	5	.
Bigelow	709	..	709	677	..	677	32	95.3	1	1	1	1	1	10	.
Bowditch	343	343	..	326	326	..	17	95.0	1	1	1	1	2	6	.
Bowdoin	421	421	..	389	389	..	32	92.3	1	1	1	1	2	6	.
Brimmer	568	..	568	535	..	535	33	94.2	1	1	1	1	1	8	.
Bunker Hill	294	297	591	284	284	568	23	96.1	1	1	1	1	2	9	.
Central	282	..	282	269	..	269	13	95.2	1	1	1	1	1	6	.
Chapman	259	259	518	250	246	496	22	95.6	1	1	1	1	3	6	.
Comins	346	366	712	334	350	684	28	96.1	1	1	1	1	2	3	10
Dearborn	469	416	885	433	385	818	67	93.1	1	1	1	1	3	13	1
Dudley (<i>Boys</i>) . . .	416	..	416	404	..	404	12	97.1	1	1	1	1	1	6	.
Dudley (<i>Girls</i>)	307	307	..	288	288	..	19	93.8	*1	..	1	1	4	1	
Dwight	573	..	552	552	..	552	21	96.2	1	1	1	1	1	8	.
Eliot	647	..	647	608	..	608	39	93.8	1	1	1	1	1	11	.
Everett	660	660	..	626	626	..	34	94.7	1	..	1	3	10	1	
Everett. Dor.	157	155	312	149	146	295	17	94.6	1	..	1	1	6	1	
Florence	72	61	133	68	58	126	7	94.6	1	..	1	..	3	.	
Franklin	678	678	..	630	630	..	48	92.9	1	..	1	3	10	.	
Gaston	403	403	..	374	374	..	29	92.8	1	..	1	2	6	1	
Gibson	91	84	175	86	77	163	12	93.1	1	..	1	2	..	.	
Hancock	531	531	..	510	510	..	21	96.0	1	..	1	4	8	1	
Harris	104	110	214	100	103	203	11	94.5	1	..	1	5	1		
Harvard, Ch.	304	260	564	291	246	537	27	95.1	1	1	1	2	8	.	
Harvard, Br.	134	143	277	119	128	247	30	89.1	1	..	1	6	5	.	

* Female Principal.

GRAMMAR SCHOOLS.—*Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	Ushers.	Masters' Ass'ts.	II. Assistants.	Ass'ts.	Sewg Teach'r's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Hillside	210	210	420	193	193	386	17	91.9	1	1	1	1	5	1	
Lawrence	903	903	1806	874	874	1748	29	96.8	1	1	2	1	13	.	
Lewis	284	268	552	273	254	527	25	95.7	1	1	1	1	2	8	1
Lincoln	535	535	1070	513	513	1026	22	95.8	1	1	1	1	1	7	.
Lowell	197	180	377	192	175	367	10	96.8	1	1	1	1	1	4	1
Lyman	431	207	638	412	198	610	28	95.5	1	1	1	1	3	8	.
Mather	149	163	312	137	144	281	31	90.0	1	1	1	1	1	6	.
Mayhew	388	388	776	363	363	726	25	93.6	1	1	1	1	1	6	.
Minot	96	112	208	91	103	194	14	93.2	1	1	1	1	4	.	
Mt. Vernon	71	62	133	67	58	125	8	93.5	1	1	1	1	1	3	.
Norcross	631	631	1262	606	606	1212	25	96.0	1	1	1	1	2	11	1
Phillips	478	478	956	448	448	996	30	93.4	1	1	1	1	1	8	.
Prescott	330	277	607	315	262	577	30	95.0	1	1	1	1	3	7	.
Prescott, Ch. . . .	222	215	437	216	205	421	16	96.3	1	1	1	1	2	6	.
Quincy	613	613	1226	585	585	1170	28	95.4	1	1	1	1	1	9	.
Rice	620	620	1240	591	591	1182	29	95.3	1	1	1	1	1	11	.
Sherwin	395	407	802	376	385	761	41	94.8	1	1	1	1	3	13	1
Shurtleff	704	704	1408	645	645	1290	59	91.6	1	1	1	1	3	10	1
Stoughton	115	85	200	105	78	183	17	91.5	1	1	1	1	4	1	
Tileston	36	36	72	34	32	66	6	90.7	1	1	1	1	2	.	
Warren	293	322	615	283	309	592	23	96.2	1	1	1	1	2	9	.
Wells	390	390	780	371	371	742	19	91.5	1	1	1	1	2	6	1
Winthrop	859	859	1718	782	782	1564	77	91.0	1	1	2	3	13	1	
Winthrop, Ch. . . .	244	237	481	233	223	456	25	94.8	1	1	1	1	4	5	.
Totals	12,632	11,237	23,869	12,025	10,531	22,556	1313	9.44	49	26	12	42	82	361	18

GRAMMAR SCHOOLS.

Abstract of Semi-Annual Returns, July 31, 1876.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Tutl.-Masters.	Ushers.	Masters' Ass'ts.	II. Assistants.	Assistants.	Sewg. Teachrs.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Adams	372	143	515	345	132	477	38	93.0	1	1	.	1	1	3	5	.
Andrew	233	96	329	273	87	360	29	93.0	1	1	.	1	1	7	1	
Bennett	139	129	268	127	118	245	23	91.0	1	.	.	.	.	6	.	
Bigelow	746	—	746	709	—	709	37	95.0	1	1	1	1	1	11	.	
Bowditch	—	355	355	—	334	334	21	94.0	1	.	.	1	2	6	1	
Bowdoin	—	443	443	—	402	402	41	91.0	1	.	.	1	2	6	1	
Brimmer	623	—	623	579	—	579	44	93.0	1	1	1	1	2	8	.	
Bunker Hill	292	304	596	279	289	568	28	95.0	1	1	.	1	2	9	1	
Central	320	—	320	302	—	302	18	95.0	1	.	.	.	2	4	.	
Chapman	275	276	551	261	257	518	33	94.0	1	1	.	1	3	6	1	
Comins	370	400	770	350	378	728	42	95.0	1	1	.	2	3	10	1	
Dearborn	472	393	865	433	361	796	69	92.0	1	1	.	1	3	13	1	
Dudley (<i>Boys</i>) . . .	423	—	423	407	—	407	21	95.0	1	1	.	1	1	6	.	
Dudley (<i>Girls</i>)	—	307	307	—	281	281	26	91.0	*1	.	.	1	1	4	1	
Dwight	585	—	585	556	—	556	29	95.0	1	1	1	1	1	8	.	
Eliot	691	—	691	641	—	641	50	93.0	1	1	1	1	1	11	.	
Everett	—	685	685	—	644	644	41	94.0	1	.	.	1	3	10	1	
Everett, Dor.	158	160	327	149	156	305	22	94.0	1	.	.	.	1	6	1	
Florence	68	57	125	62	53	115	10	92.0	1	.	.	.	3	1		
Franklin	—	689	689	—	639	639	50	93.0	1	.	.	1	3	10	1	
Gaston	413	413	—	378	378	—	35	92.0	1	.	.	1	2	6	1	
Gibson	110	106	216	101	94	195	21	91.0	1	.	.	2	3	1	.	
Hancock	—	565	565	—	542	542	23	96.0	1	.	.	1	4	8	1	
Harris	104	111	215	97	102	199	16	93.0	1	.	.	.	1	4	.	
Harvard, Ch.	307	268	575	290	249	539	36	94.0	1	1	.	1	2	9	1	
Harvard, Br.	133	151	284	129	136	256	28	90.0	1	.	.	1	6	5	.	

* Female Principal.

GRAMMAR SCHOOLS.—*Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	I Masters.	Sub-Masters.	I Ushers.	I Masters' Ass'ts.	II. Assistants.	Assistants.	I Sewg Teach's.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Hillside	220	229	449	210	210	420	19	92.0	1	1	1	1	1	6	1
Lawrence	962	962	1924	928	928	1856	34	96.0	1	1	2	1	1	13	.
Lewis	297	268	565	279	252	531	34	94.0	1	1	1	1	2	8	1
Lincoln	558	558	1116	527	527	1054	31	94.0	1	1	1	1	1	7	.
Lowell	219	205	424	213	198	411	13	97.0	1	1	1	1	1	4	1
Lyman	422	196	618	399	187	586	32	95.0	1	1	1	1	3	7	1
Mather	148	158	306	131	139	270	36	88.0	1	1	1	1	1	6	.
Mayhew	407	407	814	376	376	752	31	93.0	1	1	1	1	1	6	.
Minot	110	120	230	102	106	208	22	90.0	1	1	1	1	1	4	.
Mt. Vernon	66	62	128	62	58	120	8	93.0	1	1	1	1	1	4	.
Norcross	637	637	1274	608	608	1216	29	96.0	1	1	1	1	2	11	1
Phillips	490	490	980	453	453	906	37	92.0	1	1	1	1	1	8	.
Prescott	341	284	625	321	269	590	35	94.0	1	1	1	1	3	7	.
Prescott, Ch. . . .	239	225	464	228	214	442	22	95.0	1	1	1	1	2	6	.
Quincy	653	653	1306	612	612	1224	41	94.0	1	1	1	1	1	9	.
Rice	632	632	1264	597	597	1194	35	94.0	1	1	1	1	1	11	.
Sherwin	423	431	854	399	406	805	49	95.0	1	1	1	1	3	13	1
Shurtleff	719	719	1438	653	653	1306	66	91.0	1	1	1	1	2	10	1
Stoughton	117	90	207	109	82	191	16	92.0	1	1	1	1	1	5	.
Tileston	32	34	66	28	30	58	8	87.0	1	1	1	1	1	2	.
Warren	310	339	649	296	317	613	36	94.0	1	1	1	1	2	9	.
Wells	405	405	810	382	382	764	23	94.0	1	1	1	1	2	6	1
Winthrop	880	880	1760	796	796	1592	84	90.0	1	1	2	3	13	1	
Winthrop, Ch. . .	266	268	534	249	247	496	38	93.0	1	1	1	1	2	7	.
Totals	13,178	11,610	24,788	12,392	10,786	23,178	1610	93.9	49	26	12	40	87	266	25

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, January 31, 1876.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.		
Adams	40	41	95	94	104	108	482	• • •	7	49	76	77	90	72	56	55
Andrew	10	14	30	51	95	232	482	5	42	80	85	86	58	37	24	15
Bennett	27	37	50	62	53	58	277	• • •	10	21	31	48	57	39	38	33
Bigelow	43	56	109	103	227	171	709	1	45	96	121	139	130	88	68	21
Bowditch	26	33	38	34	71	119	331	• • •	15	38	65	41	62	61	31	28
Bowdoin	30	62	67	69	87	104	419	1	12	35	44	58	63	78	70	68
Brimmer	35	71	99	108	143	141	557	3	40	71	114	79	79	110	71	30
Bunker Hill	38	55	95	132	117	155	593	• • •	22	83	87	91	98	95	68	49
Central	13	36	47	51	66	76	289	1	6	30	36	47	61	51	33	34
Chapman	40	46	88	101	97	153	625	1	23	54	65	66	79	87	79	71
Comins	44	35	89	101	148	207	714	2	16	66	103	141	120	123	86	57
Dearborn	40	125	96	100	206	306	573	2	14	85	136	156	139	135	104	102
Dudley (Boys)	35	50	45	88	93	106	417	8	22	45	67	76	62	60	47	30
Dudley (Girls)	16	21	45	54	87	81	304	2	12	22	47	64	51	42	42	32
Dwight	44	90	87	103	100	160	584	• • •	12	66	95	96	92	89	74	59
Elliot	30	84	79	92	177	172	634	4	30	76	118	117	116	94	61	18
Everett	48	102	84	135	157	135	661	1	14	50	94	113	95	101	85	108
Everett, Dor.	16	24	49	74	69	85	317	• • •	4	21	43	40	48	76	61	34
Florence	14	20	13	28	23	33	131	• • •	2	10	15	17	26	23	18	29
Franklin	41	99	98	136	145	152	671	2	18	67	85	103	96	103	79	118
Gaston	35	77	46	51	90	112	411	6	3	37	53	64	72	56	59	61

STATISTICS.

16	14	32	38	47	43	190	...	6	20	25	29	38	37	18
Gibson . . . . .	..	21	45	73	114	124	134	513	3	32	68	96	88	83
Hancock . . . . .	..	10	38	39	54	46	19	215	...	...	9	30	31	38
Harris . . . . .	..	Harvard, Ch. . . . .	..	41	78	97	109	130	116	571	...	5	45	86
Harvard, Br. . . . .	..	13	30	33	57	63	70	266	2	11	32	55	55	47
Hillside . . . . .	..	23	25	27	43	49	46	213	...	10	13	39	38	41
Lawrence . . . . .	..	42	63	141	201	210	213	900	1	26	119	148	160	167
Lewis . . . . .	..	64	98	89	101	102	98	552	1	12	59	72	80	89
Lincoln . . . . .	..	30	50	86	132	118	129	545	...	17	54	86	85	88
Lowell . . . . .	..	26	29	43	56	110	109	373	...	19	57	70	73	51
Lyman . . . . .	..	34	22	57	135	160	219	627	1	15	73	92	96	121
Mather . . . . .	..	5	31	53	56	49	130	324	5	29	35	50	59	63
Mayhew . . . . .	..	27	42	39	75	120	85	388	2	14	49	55	76	65
Minot . . . . .	..	17	19	32	44	43	47	202	...	11	33	28	31	26
Mount Vernon . . . . .	..	14	24	22	20	20	31	131	...	6	17	16	18	26
Norcross . . . . .	..	29	72	81	88	171	177	618	3	27	60	99	92	129
Phillips . . . . .	..	30	42	125	85	71	113	466	...	10	64	70	74	80
Prescott . . . . .	..	33	42	91	90	143	196	505	3	21	52	60	69	93
Prescott, Ch. . . . .	..	35	51	74	99	87	103	449	2	25	48	81	81	67
Quincy . . . . .	..	39	43	136	166	148	147	619	1	31	92	125	126	112
Rice . . . . .	..	44	51	101	68	140	166	610	1	21	51	63	121	67
Sherwin . . . . .	..	71	82	91	104	214	258	820	1	23	95	125	151	137
Shurtleff . . . . .	..	50	49	109	113	219	175	715	1	26	67	104	92	133
Stoughton . . . . .	..	11	18	39	41	47	54	210	2	13	29	25	32	24
Tilton . . . . .	..	10	13	13	9	19	13	77	1	6	10	8	9	14
Warren . . . . .	..	39	43	157	168	130	129	626	2	36	60	63	92	88
Wells . . . . .	..	40	38	41	86	91	98	394	2	14	38	44	70	64
Winthrop . . . . .	..	61	86	95	187	217	227	872	5	46	110	149	143	129
Winthrop, Ch. . . . .	..	27	43	89	98	138	96	491	...	20	53	90	94	78
Totals . . . . .	..	1,586	2,496	3,556	4,295	5,381	6,427	23,943	78	902	2,586	3,704	3,976	3,705

ANNUAL SCHOOL REPORT.

GRAMMAR SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each Grammar School, July 31, 1876.

SCHOOLS.	First Class,	Second Class,	Third Class,	Fourth Class,	Fifth Class,	Sixth Class,	Under Eight Years,	Nine Years,	Ten Years,	Eleven Years,	Twelve Years,	Thirteen Years,	Fourteen Years,	Fifteen Years and over.		
Adams	38	37	75	76	95	158	479	• • •	15	56	71	64	84	50	64	
Andrew	11	13	35	39	79	208	385	2	24	62	87	83	59	22	26	29
Bennett	23	33	43	49	52	60	260	• • •	11	22	29	45	57	37	27	32
Bigelow	36	47	87	201	208	144	723	4	65	108	126	113	118	93	58	38
Bowditch	30	25	31	44	75	124	329	• • •	21	41	59	52	50	47	27	32
Bowdoin	27	64	64	68	87	128	438	• • •	27	38	53	41	58	81	66	74
Brinner	35	99	107	112	108	104	625	4	41	75	108	90	99	92	65	47
Bunker Hill	30	56	81	121	130	161	579	• • •	21	72	93	55	96	87	70	55
Central	12	31	48	49	80	81	301	• • •	13	35	48	48	36	48	38	35
Chapman	39	42	84	115	117	175	572	1	23	69	70	74	77	84	81	93
Comins	22	42	92	90	215	246	726	1	22	74	112	146	132	111	84	44
Dearborn	36	105	84	94	200	292	811	• • •	21	69	123	145	122	126	107	98
Dudley (<i>Boys</i>)	31	33	42	90	94	104	394	• • •	18	54	61	69	65	53	51	30
Dudley (<i>Girls</i>)	19	12	39	47	73	77	267	• • •	9	34	41	44	40	32	39	28
Dwight	40	70	72	75	91	145	493	1	13	53	74	76	77	81	60	58
Eliot	29	88	85	76	190	184	652	1	35	74	120	112	129	100	58	23
Everett	44	82	89	97	90	120	522	• • •	20	44	68	79	65	76	66	104
Everett, Dor.	16	20	49	66	72	102	325	7	14	29	37	38	51	60	50	39
Florence	12	16	18	20	20	30	116	• • •	14	17	18	24	19	18	16	
Franklin	40	85	65	131	131	144	596	1	18	54	86	89	91	83	65	109
Gaston	33	70	41	74	96	76	390	• • •	1	18	55	76	65	55	46	16

Totals

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, January 31, 1876.

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absentee.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	8	262	103	365	248	93	341	23	93.4	211	164	375
Andrew	8	222	179	401	207	164	371	30	92.5	289	138	427
Bennett	4	98	87	185	84	69	153	32	82.7	102	93	195
Bigelow	14	383	270	653	357	247	604	49	92.5	451	203	654
Bowditch	13	279	292	571	259	263	522	49	91.4	359	230	589
Bowdoin	10	188	240	428	172	214	386	42	90.2	292	179	471
Brimmer	9	214	197	411	195	176	371	40	90.2	288	136	424
Bunker Hill . . .	11	257	250	507	234	227	461	46	90.9	289	259	543
Central	5	148	79	227	139	71	210	17	92.0	160	76	236
Chapman	12	339	217	556	311	199	510	46	91.8	355	196	551
Comins	16	407	409	816	378	377	755	61	92.5	470	326	796
Dearborn	18	466	434	900	417	375	792	108	88.0	496	391	887
Dudley (Boys) . .	9	217	196	413	200	180	380	33	92.0	231	175	406
Dwight	6	141	133	274	130	120	250	24	91.2	190	114	304
Eliot	16	448	220	668	413	201	614	54	91.9	424	261	655
Everett	11	310	252	562	287	228	515	47	91.6	356	256	612
Everett, Dor. . . .	4	104	87	191	96	75	171	20	89.5	104	82	186
Florence	4	85	88	173	80	79	159	14	86.1	97	76	173
Franklin	6	138	128	266	128	114	242	24	90.0	138	115	253
Gaston	8	200	198	398	189	178	367	31	92.2	207	176	383
Gibson	4	88	84	172	79	73	152	20	88.3	97	86	183
Hancock	17	339	440	779	320	410	730	49	93.7	458	325	783
Harris	3	59	61	120	52	52	104	16	86.6	73	49	122
Harvard, Ch. . . .	14	319	327	646	289	258	577	69	89.3	427	246	673
Harvard, Br. . . .	5	120	91	211	106	78	184	27	87.2	111	79	190

PRIMARY SCHOOLS.—*Continued.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillsdale	4	99	85	184	89	77	166	18	90.0	102	84	186
Lawrence	19	744	171	915	709	159	868	47	94.8	607	324	931
Lewis	11	288	246	534	265	218	483	51	90.4	310	224	534
Lincoln	7	287	75	362	265	65	330	32	91.1	173	202	375
Lowell	8	218	168	386	204	156	360	26	93.2	226	162	388
Lyman	8	234	136	370	221	125	346	24	93.6	206	182	388
Mather	4	104	98	202	92	84	176	26	87.1	140	76	216
Mayhew	7	178	77	255	157	68	225	30	88.2	128	151	279
Minot	4	83	94	177	76	82	158	19	89.2	113	68	181
Mount Vernon .	3	41	55	96	39	51	90	6	93.6	61	38	99
Norcross	7	16	336	352	15	323	338	14	96.0	209	149	358
Phillips	8	158	141	299	141	118	259	40	86.5	163	158	321
Prescott	10	231	237	518	250	212	471	47	90.9	279	250	529
Prescott, Ch. . .	5	120	125	245	112	112	224	21	91.4	175	77	252
Quincy	7	167	186	343	155	162	317	23	92.4	236	116	352
Rice	15	346	346	692	319	310	629	63	90.9	359	325	684
Sherwin	15	383	370	753	360	349	709	44	94.1	469	329	798
Shurtleff	6	161	166	327	149	149	298	29	91.1	171	139	310
Stoughton	3	61	62	123	56	56	112	11	91.0	86	49	135
Tileston	1	10	15	25	10	14	24	1	96.0	22	6	28
Warren	7	205	174	379	185	157	342	37	90.2	224	196	420
Wells	12	250	269	519	232	250	482	37	92.8	330	196	525
Winthrop	7	145	146	291	134	132	266	25	91.5	222	88	310
Winthrop, Ch. . .	8	204	203	407	186	180	366	41	89.9	273	157	430
Totals	421	10,614	9,043	19,657	9,800	8,160	17,960	1,697	91.2	11,959	8,176	20,135

PRIMARY SCHOOLS.

Abstract of Semi-Annual Returns, July 31, 1876.

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	8	248	91	339	223	84	312	27	92.0	211	142	353
Andrew	8	219	166	385	204	148	352	33	91.4	261	164	425
Bennett	4	117	96	213	100	78	175	35	83.1	130	106	236
Bigelow	13	346	224	570	328	204	532	38	93.3	407	180	587
Bowditch	13	288	289	577	264	252	526	51	91.0	380	217	597
Bowdoin	10	197	230	427	178	206	384	43	89.9	295	165	460
Brimmer	9	203	200	403	185	179	364	39	90.3	287	113	400
Bunker Hill . . .	11	259	258	517	235	228	463	54	89.5	314	235	549
Central	5	134	77	211	123	69	192	19	90.9	136	88	224
Chapman	12	311	209	520	283	186	409	51	90.2	348	177	525
Comins	17	427	423	850	390	383	773	77	90.9	547	330	877
Dearborn	18	461	410	871	419	355	774	97	88.3	559	385	944
Dudley (Boys) . .	9	219	173	392	204	160	364	23	92.8	227	180	407
Dwight	6	124	138	262	115	123	238	24	90.8	188	105	293
Elliot	16	460	222	682	424	202	626	56	91.8	426	275	701
Everett	11	304	247	551	283	223	506	45	91.8	341	233	624
Everett Dor. . . .	4	101	81	182	93	70	163	19	89.6	90	97	187
Florence	4	86	94	180	76	84	160	20	88.8	97	92	189
Franklin	6	126	127	253	117	113	230	23	90.9	144	109	253
Gaston	8	189	187	376	181	165	346	30	91.9	235	159	394
Gibson	4	94	78	172	85	67	152	20	88.3	130	185	215
Hancock	17	329	409	738	313	376	689	49	93.3	441	306	747
Harris	3	60	65	125	53	55	108	17	86.4	87	35	122
Harvard, Ch. . . .	14	314	317	631	287	235	572	59	90.6	461	258	719
Harvard, Br. . . .	5	130	88	218	114	78	192	26	88.1	157	90	247

PRIMARY SCHOOLS.—*Continued.*

DISTRICTS.	Schools.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	92	76	168	85	67	152	16	90.5	111	71	182
Lawrence	21	793	220	1013	759	206	965	48	95.2	606	407	1013
Lewis	11	259	218	477	233	190	423	54	88.7	335	194	529
Lincoln	7	277	67	344	249	61	310	34	90.1	173	179	352
Lowell	9	222	179	401	205	133	370	31	92.0	261	166	427
Lyman	8	235	139	374	222	129	351	23	93.8	215	172	387
Mather	4	101	92	193	89	78	167	26	82.7	160	66	226
Mayhew	7	184	83	267	161	71	232	35	86.8	134	155	299
Minot	3	66	79	145	59	68	127	18	87.6	101	41	142
Mount Vernon .	3	49	61	110	45	75	100	10	90.9	71	51	122
Norcross	7	3	329	332	2	315	317	15	95.5	196	147	343
Phillips	8	148	122	270	125	102	227	43	84.1	158	151	309
Prescott	10	272	217	489	249	192	441	48	90.8	277	222	499
Prescott, Ch. . .	5	120	116	245	120	104	224	21	91.0	214	65	279
Quincey	7	161	172	333	150	158	308	25	92.2	231	117	348
Rice	15	356	326	682	323	284	617	65	90.5	341	304	645
Sherwin	15	389	353	742	365	328	693	49	93.4	473	312	785
Shurtleff	6	132	166	298	122	151	273	25	91.5	194	113	307
Stoughton	3	55	57	112	50	52	102	10	90.3	95	37	132
Tileston	1	17	17	34	16	16	32	2	92.0	29	10	39
Warren	7	197	168	365	181	150	331	34	90.8	210	176	395
Wells	12	244	271	515	225	247	472	43	91.6	337	201	533
Winthrop	7	130	128	267	129	113	242	25	90.6	184	73	257
Winthrop, Ch. . .	8	191	209	400	172	182	354	46	88.5	292	134	426
Totals	423	10,457	8,764	19,221	9,618	7,877	17,495	1,726	91.0	12,306	7,940	20,246

PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, July 31, 1876.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1876.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	71	43	47	45	50	97	353	42	82	87	77	65
Andrew . . .	104	43	48	52	49	129	425	72	97	92	89	75
Bennett . . .	48	50	21	39	27	51	236	42	38	50	39	67
Bigelow . . .	90	97	110	84	122	84	587	64	172	171	115	65
Bowditch . .	106	66	82	82	101	160	597	112	147	121	118	99
Bowdoin . .	64	77	60	78	77	104	460	98	85	112	90	75
Brimmer . .	44	42	60	49	92	113	400	61	121	105	69	44
Bunker Hill .	85	90	69	80	83	142	549	90	117	107	102	133
Central . . .	42	33	30	46	32	41	224	37	38	61	48	40
Chapman . .	75	71	89	94	90	106	525	78	120	148	92	87
Comins . . .	143	108	81	106	158	281	877	166	173	208	154	176
Dearborn . .	130	115	111	123	195	270	944	141	203	199	199	202
Dudley (Boys)	47	113	56	43	61	87	407	56	74	97	96	84
Dwight . . .	47	43	44	46	49	64	293	44	77	67	59	46
Eliot	105	114	100	93	118	171	701	103	161	162	120	155
Everett . . .	87	90	110	102	103	132	624	88	97	156	145	138
Everett, Dor.	37	43	38	19	25	25	187	25	25	40	49	48
Florence . .	29	36	.. .	25	42	47	189	28	36	33	45	47
Franklin . .	48	37	43	40	38	47	253	43	50	51	60	49
Gaston . . .	45	52	99	45	94	59	394	44	78	113	89	70
Gibson . . .	44	15	13	45	28	70	215	33	54	50	55	23
Hancock . .	89	125	107	108	153	175	747	121	163	157	139	167
Harris	27	19	26	19	15	25	122	17	41	32	13	19
Harvard, Ch.	109	101	82	100	94	233	719	114	168	179	144	114
Harvard, Br.	60	27	25	38	28	69	247	36	56	65	49	41
Hillside . . .	24	28	26	32	23	49	182	40	38	33	33	38

PRIMARY SCHOOLS.—*Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1876.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	161	154	174	142	147	235	1013	145	225	225	241	176
Lewis . . .	79	79	75	67	79	150	529	75	126	134	105	88
Lincoln . . .	64	49	54	54	63	68	352	34	56	83	77	102
Lowell . . .	60	54	67	70	55	121	427	48	98	115	94	72
Lyman . . .	77	34	52	59	52	113	357	53	70	92	93	79
Mather . . .	9	36	20	34	54	73	226	49	62	40	37	29
Mayhew . .	56	58	30	53	33	59	289	58	28	48	51	104
Minot . . .	9	36	19	38	17	23	142	36	32	33	18	23
Mt. Vernon .	33	22	32	23	9	3	122	12	32	27	27	24
Norcross . . .	50	50	45	47	54	97	343	50	65	81	61	86
Phillips . . .	53	75	40	50	51	40	309	60	44	54	56	95
Prescott . . .	69	70	95	58	104	103	499	74	95	108	111	111
Prescott, Ch.	24	54	24	51	39	87	279	65	65	84	40	25
Quincy . . .	43	46	46	53	69	91	348	57	96	78	79	38
Rice . . .	98	110	119	103	90	125	645	99	108	134	141	163
Sherwin . . .	90	82	107	69	192	245	785	120	187	166	172	140
Shurtleff . .	32	51	49	39	59	77	307	40	79	75	68	45
Stoughton . .	21	21	35	9	46	..	132	39	31	25	30	7
Tileston . . .	9	7	..	11	..	12	39	10	9	10	5	5
Warren . . .	93	67	57	51	47	80	395	53	81	85	83	93
Wells . . .	69	65	85	78	108	133	538	89	127	121	106	95
Winthrop . .	38	36	45	38	39	61	257	36	67	81	50	23
Winthr'p, Ch.	59	57	40	85	79	97	426	92	116	84	80	45
Totals . .	3,096	2,991	2,896	2,916	3,433	4,914	20,246	3,150	4,420	4,689	4,143	3,835

PRIMARY SCHOOLS.

Table showing the number of Pupils in each Class, the number of the different ages, and the whole number in each District, January 31, 1876.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1876.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	59	65	50	34	47	120	375	41	81	89	83	81
Andrew . . .	58	53	52	45	48	171	427	88	107	94	76	62
Bennett . . .	55	34	29	29	29	19	195	20	39	43	35	58
Bigelow . . .	107	101	101	104	83	158	654	101	158	192	131	72
Bowditch . .	82	91	86	82	91	157	589	89	126	144	132	98
Bowdoine . .	52	65	67	26	73	152	471	86	77	128	108	72
Brimmer . .	57	58	50	55	95	109	424	74	111	103	84	52
Bunker Hill .	58	96	92	64	92	146	548	67	110	125	113	133
Central . . .	39	38	42	47	37	33	236	28	44	46	56	62
Chapman . .	70	78	76	102	97	128	551	85	134	136	114	82
Comins . . .	85	139	103	110	123	236	796	87	192	191	165	161
Dearborn . .	144	152	120	121	155	195	887	112	171	213	187	204
Dudley (Boys)	41	98	43	75	75	74	406	48	84	106	90	78
Dwight . . .	43	49	45	50	49	70	304	45	68	77	76	38
Eliot . . .	103	102	102	98	107	173	655	93	160	144	154	134
Everett . . .	71	77	99	113	100	152	612	79	117	150	131	135
Everett, Dor.	22	27	33	45	22	37	186	16	32	56	46	36
Florencee . .	42	38	• • •	22	40	31	173	18	31	48	31	45
Franklin . .	46	38	43	37	42	47	253	28	46	64	57	58
Gaston . . .	47	53	54	58	66	105	383	34	84	89	96	80
Gibson . . .	37	24	22	27	26	47	183	26	29	42	39	47
Hancock . .	101	116	107	125	153	181	783	120	174	168	148	173
Harris	14	22	23	19	13	31	122	11	21	41	27	22
Harvard, Ch.	111	125	90	81	92	174	673	102	148	177	129	117
Harvard, Br.	27	43	42	14	24	40	190	26	44	41	43	36
Hillside . . .	31	22	29	26	33	45	182	33	30	39	41	43

PRIMARY SCHOOLS.—*Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole No. Jan. 31, 1876.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . .	123	159	144	157	181	167	931	132	203	237	192	167
Lewis	78	80	84	69	60	163	534	56	112	142	115	109
Lincoln . . .	67	61	69	57	57	64	375	18	52	103	88	114
Lowell . . .	52	39	61	91	51	94	388	30	81	115	87	75
Lyman . . .	62	55	56	60	48	107	388	43	78	85	96	86
Mather . . .	13	26	24	25	40	88	216	33	65	52	41	25
Mayhew . .	35	39	35	60	46	64	279	39	36	53	54	97
Minot	53	42	23	39	24	..	181	30	34	49	26	32
Mt. Vernon .	31	21	17	19	7	4	99	12	30	19	22	16
Norcross . . .	37	49	57	48	47	120	358	57	62	90	68	81
Phillips . . .	50	69	57	32	31	82	321	59	46	58	53	105
Prescott . . .	77	69	60	99	58	141	529	53	110	116	103	147
Prescott, Ch.	30	46	23	38	47	68	252	35	70	70	57	20
Quincy . . .	44	52	51	48	66	91	352	55	85	96	68	48
Rice	79	108	103	138	85	171	684	95	111	153	150	175
Sherwin . . .	89	100	96	86	153	274	798	108	173	188	170	159
Shurtleff . .	42	55	55	57	46	55	310	14	65	92	82	57
Stoughton . .	24	17	19	19	20	36	135	29	24	33	29	20
Tileston . . .	8	8	..	7	5	..	28	6	7	9	5	1
Warren	104	72	56	56	39	93	420	56	94	94	92	104
Wells	68	74	77	64	86	156	525	77	141	141	105	90
Winthrop . .	60	31	45	42	43	89	310	48	88	86	66	22
Winthr'p, Ch.	68	79	44	61	86	92	430	86	101	86	85	72
Totals . .	2,896	3,180	2,856	3,017	3,136	5,050	20,135	2,728	4,237	4,913	4,256	4,001

CLASSIFICATION OF PRIMARY SCHOOLS.

JULY, 1876.

DISTRICTS.	SCHOOLS HAVING						1st Class only.	6th Class only.
	One Class.	Two Classes.	Three Classes.	Four Classes.	Five Classes.	Six Classes.		
Adams	5	2	1	· · ·	· · ·	· · ·	· · ·	2
Andrew	8	· · ·	· · ·	· · ·	· · ·	· · ·	2	2
Bennett	1	1	1	· · ·	1	· · ·	1	· · ·
Bigelow	13	· · ·	· · ·	· · ·	· · ·	· · ·	2	2
Bowditch	13	· · ·	· · ·	· · ·	· · ·	· · ·	2	3
Bowdoin	3	6	· · ·	1	· · ·	· · ·	· · ·	1
Brimmer	8	· · ·	· · ·	1	· · ·	· · ·	1	2
Bunker Hill	· · ·	1	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Central	· · ·	· · ·	4	· · ·	· · ·	1	· · ·	· · ·
Chapman	12	· · ·	· · ·	· · ·	· · ·	· · ·	2	2
Comins	13	3	· · ·	· · ·	1	· · ·	3	4
Dearborn	16	2	· · ·	· · ·	· · ·	· · ·	2	4
Dudley (<i>Boys</i>)	1	8	· · ·	· · ·	· · ·	· · ·	· · ·	1
Dwight	6	· · ·	· · ·	· · ·	· · ·	· · ·	1	1
Elliot	13	· · ·	2	· · ·	1	· · ·	2	3
Everett	10	1	· · ·	· · ·	· · ·	· · ·	1	2
Everett, Dorchester	1	3	· · ·	· · ·	· · ·	· · ·	1	· · ·
Florence	1	2	1	· · ·	· · ·	· · ·	· · ·	· · ·
Franklin	6	· · ·	· · ·	· · ·	· · ·	· · ·	1	1
Gaston	8	· · ·	· · ·	· · ·	· · ·	· · ·	1	· · ·
Gibson	· · ·	· · ·	3	1	· · ·	· · ·	· · ·	· · ·
Hancock	4	10	2	· · ·	· · ·	1	· · ·	2
Harris	· · ·	3	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Harvard, Charlestown . . .	9	5	· · ·	· · ·	· · ·	· · ·	2	1
Harvard, Brighton	· · ·	· · ·	4	· · ·	· · ·	1	· · ·	· · ·

CLASSIFICATION OF PRIMARY SCHOOLS.—*Continued.*

DISTRICTS.	SCHOOLS HAVING						1st Class only.	6th Class only.
	One Class.	Two Classes.	Three Classes.	Four Classes.	Five Classes.	Six Classes.		
Hillside	• • •	•	4	• • •	•	•	• • •	• • •
Lawrence	19	• • •	2	• • •	•	•	3	4
Lewis	1	4	4	1	• • •	1	• • •	1
Lincoln	6	• • •	• • •	• • •	1	• • •	1	1
Lowell	2	4	2	1	• • •	• • •	• • •	• • •
Lyman	6	1	• • •	1	• • •	• • •	1	2
Mather	2	2	• • •	• • •	• • •	• • •	• • •	1
Mayhew	• • •	3	3	1	• • •	• • •	• • •	• • •
Minot	• • •	1	1	1	• • •	• • •	• • •	• • •
Mt. Vernon	• • •	• • •	• • •	• • •	2	1	• • •	• • •
Norcross	7	• • •	• • •	• • •	• • •	• • •	1	2
Phillips	• • •	7	1	• • •	• • •	• • •	• • •	• • •
Prescott	8	2	• • •	• • •	• • •	• • •	• • •	2
Prescott, Ch.	• • •	2	3	• • •	• • •	• • •	• • •	• • •
Quiney	6	1	• • •	• • •	• • •	• • •	1	1
Rice	9	5	• • •	• • •	1	• • •	1	2
Sherwin	6	8	• • •	• • •	1	• • •	• • •	3
Shurtleff	1	5	• • •	• • •	• • •	• • •	• • •	1
Stoughton	1	2	• • •	• • •	• • •	• • •	1	• • •
Tileston	• • •	• • •	• • •	4	• • •	• • •	• • •	• • •
Warren	2	2	2	1	• • •	• • •	1	1
Wells	7	2	1	• • •	• • •	1	1	2
Winthrop	7	• • •	• • •	• • •	• • •	• • •	1	2
Winthrop, Ch.	5	3	• • •	• • •	• • •	• • •	1	• • •
Totals	246	101	40	13	8	6	37	58

The following Table shows the number of persons in the city between the ages of five and fifteen, in the month of May, for ten years, and also the amount received by the city, in each year, from the State School Fund:—

YEARS.	Persons between Five and Fifteen Years of Age.	Proportion of Income from School Fund.
1867.....	36,030	5,310 30
1868.....	43,109	11,545 13
1869.....	42,624	8,171 38
1870.....	46,301	7,226 79
1871.....	45,970	12,015 14
1872.....	46,144	9,363 24
1873.....	48,001	8,920 19
1874.....	56,684	8,597 14
1875.....	60,255	.....
1876.....	58,636	.....

The following Table shows the average whole number, the average attendance and the per cent. of attendance, of the PUBLIC DAY SCHOOLS, of all grades, for ten years, ending July, 1876:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1865-66	27,723	25,809	93.5
1866-67	28,126	26,265	94.0
1867-68	32,885	30,399	92.7
1868-69	33,535	31,126	93.3
1869-70	35,164	32,463	92.3
1870-71	36,174	33,464	92.5
1871-72	36,234	33,502	92.4
1872-73	35,930	33,143	90.9
1873-74	44,942	41,613	92.6
1874-75	44,984	41,606	92.5
1875-76	46,098	42,797	92.8

The following Table shows the aggregate of the average whole number and attendance of the pupils of the HIGH SCHOOLS, for ten years, ending July, 1876:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1866-67	873	845	96.7
1867-68	1,050	977	95.7
1868-69	1,064	1,025	95.7
1869-70	1,283	1,230	95.9
1870-71	1,501	1,430	95.2
1871-72	1,640	1,553	93.8
1872-73	1,745	1,648	92.9
1873-74	2,072	1,967	94.9
1874-75	2,180	2,067	94.8
1875-76	2,173	2,062	94.8

The following Table shows the aggregate of the average whole number and attendance of the GRAMMAR SCHOOLS, for ten years, ending July, 1876:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1866-67	14,849	14,026	94.1
1867-68	17,450	16,362	93.1
1868-69	18,043	16,963	93.9
1869-70	19,028	17,807	93.2
1870-71	19,565	18,312	92.3
1871-72	19,760	18,500	92.8
1872-73	19,267	17,973	93.2
1873-74	23,863	22,417	93.9
1874-75	23,971	22,502	93.8
1875-76	24,329	22,867	93.9

The following Table shows the aggregate of the average whole number and attendance of the pupils of the PRIMARY SCHOOLS, for ten years, ending July, 1876:—

YEARS.	Average Whole Number.	Average Attendance.	Per cent.
1866-67	12,405	11,393	91.1
1867-68	14,885	13,060	89.3
1868-69	14,884	13,101	90.4
1869-70	14,739	13,330	90.4
1870-71	14,977	13,614	89.4
1871-72	14,716	13,351	89.8
1872-73	14,790	13,418	90.0
1873-74	18,867	17,100	90.6
1874-75	18,665	16,889	90.4
1875-76	19,439	17,728	91.0

The following Table shows the number of PRIMARY SCHOOLS, the average number, and the average attendance to a school, for ten years, ending July, 1876:—

YEARS.	Schools and Teachers.	Average No. to a School.	Average Attend. to a School.
1866-67	259	47.8	43.0
1867-68	303	47.4	43.1
1868-69	307	46.8	42.6
1869-70	323	45.9	41.2
1870-71	327	45.8	41.6
1871-72	325	43.9	39.8
1872-73	340	43.5	39.4
1873-74	416	45.3	41.1
1874-75	414	45.1	40.8
1875-76	423	45.4	41.3

ORDINARY EXPENDITURES.

Annual Expenditures for the Public Schools of Boston for the last twenty-two financial years, ending 30th of April, in each year, exclusive of the cost of the school-houses; also the average whole number of scholars for each school year ending July, 1875.

Financial Year.	No. of Schola's.	Salaries of Teachers.	Rate per Scholar.	Incidental Expenses.	Rate per Scholar.	Total Rate per Scholar.
1854-55..	23,439	\$222,970 41	\$9.51	\$62,950 50	\$2.66	\$12.17
1855-56..	23,749	224,026 22	9.43	67,380 06	2.84	12.27
1856-57..	24,231	225,730 57	9.32	72,037 71	2.97	12.29
1857-58..	24,732	258,445 34	10.45	86,849 27	3.51	13.96
1858-59..	25,453	268,668 27	10.56	86,098 21	3.38	13.94
1859-60..	25,328	277,683 46	10.96	95,985 15	3.79	14.75
1860-61..	26,488	286,835 93	10.82	111,446 31	4.21	15.03
1861-62..	27,081	300,181 28	11.08	108,245 06	4.00	15.08
1862-63..	27,051	310,632 43	11.50	115,641 97	4.27	15.77
1863-64..	26,960	324,698 51	12.04	140,712 56	4.85	16.89
1864-65..	27,095	372,430 84	13.74	180,734 00	6.67	20.41
1865-66..	27,723	403,300 82	14.54	172,520 76	6.22	20.77
1866-67..	28,126	492,796 66	17.52	186,908 85	6.64	24.16
1867-68*.	32,885	548,615 90	18.61	224,090 51	7.60	26.21
1868-69..	+35,406	719,628 04	20.32	263,048 96	7.43	27.75
1869-70*.	38,414	720,960 65	19.40	226,451 95	6.09	25.49
1870-71..	38,220	816,344 66	21.36	315,254 70	8.25	29.61
1871-72..	38,706	863,658 81	22.31	352,920 84	9.12	31.43
1872-73..	38,815	929,852 41	23.96	362,620 50	9.34	33.30
1873-74*.	48,543	1,015,572 72	23.29	403,484 32	9.25	32.54
1874-75..	48,400	1,217,008 92	25.14	474,874 68	9.81	34.95
1875-76..	49,423	1,235,375 24	24.99	470,830 68	9.53	34.52

* Expense of annexed reckoned for four months.

† Evening School pupils included after this year.

TOTAL EXPENDITURES.

Table showing the net total expenses of the city, for Education, for twenty-two years, from May 1, 1854, to April 30, 1876, inclusive.

Financial Year.	Salaries of Teachers.	Incidental Expenses.	Cost of School-houses.	Total Expenditures.
1854-55.....	\$222,970 41	\$62,350 50	\$103,814 73	\$389,135 64
1855-56.....	224,026 22	67,380 06	149,732 80	411,139 08
1856-57.....	225,730 57	72,037 71	51,299 26	349,067 54
1857-58.....	258,445 34	86,849 27	225,000 00	570,294 61
1858-59.....	268,668 27	86,098 21	105,186 42	459,952 90
1859-60.....	277,683 46	95,985 15	144,202 67	517,871 28
1860-61.....	286,835 93	111,446 31	230,267 04	628,549 28
1861-62.....	300,181 28	108,245 06	166,181 50	574,567 84
1862-63.....	310,632 43	115,641 97	107,812 74	534,087 14
1863-64.....	324,698 51	140,712 56	5,870 87	471,281 94
1864-65.....	372,430 84	180,734 00	90,609 84	643,774 68
1865-66.....	403,300 82	172,520 76	200,532 64	776,375 22
1866-67.....	492,796 66	186,908 85	101,575 09	781,280 60
1867-68.....	548,615 90	224,090 51	188,790 80	961,497 51
1868-69.....	719,628 04	263,048 96	346,610 78	1,329,287 78
1869-70.....	720,960 65	266,451 95	612,337 86	1,599,750 46
1870-71.....	816,344 66	315,254 70	443,679 71	1,575,279 07
1871-72.....	863,658 81	352,920 84	97,800 68	1,314,380 33
1872-73.....	929,852 41	362,620 50	454,230 34	1,746,720 25
1873-74*.....	1,015,572 72	403,484 32	446,663 25	1,865,720 29
1874-75.....	1,217,008 92	507,364 69	356,669 74	2,081,043 35
1875-76.....	1,235,375 24	502,259 03	277,746 57	2,015,380 84

* Expense of Wards 17, 19, 20, 21, 22, only from January 1, 1874, to April.

R E P O R T
OF THE
COMMITTEE ON DRAWING.

1 8 7 6 .

REPORT.

Ordered, That the Programme of Instruction in Drawing be referred to the Committee on Drawing, with instructions to report the same to the Board in print.

JUNE 13, 1876.

The following Programme of Instruction in Drawing for the ensuing year, prepared by the Director of Drawing, and herewith respectfully submitted in conformity to the above order, is the result of much careful study of the difficulties met with in carrying out the requirements of previous programmes. It has been framed after repeated consultations with the masters of the Grammar Schools, who, by explaining their views, both in conversation and in writing, have thrown much light upon the question, as to how the study of Drawing in its various branches can be carried on efficiently, economically, and with as little friction as possible. The chief difficulties met with arose from the number of subjects taught, and of books used in each class, and the consequent non-completion of books before the annual promotion in February, which necessitated waste of material, or the carrying of half-finished books from lower to

higher classes, with the use of two sets of books in the same class.

All these difficulties will disappear with the adoption of the present programme, which decreases the amount of work, by giving up Model Drawing in Classes 6, 5, 4 and 3, and Geometrical Drawing in Classes 6, 2 and 1.

The work of the classes will now be as follows:—

Class	6.	5.	4.	3.	2.	1.
	Freehand only.	Freehand. Geometrical.	Freehand. Geometrical.	Freehand. Geometrical.	Freehand. Model.	Freehand. Model.

By taking Geometrical Drawing (as in Classes 5, 4 and 3) for the first half of the year, and Freehand for the second half, and by taking Model (as in Classes 2 and 1) the first half, and Freehand the second half of the year, no pupil in the Grammar Schools will ever draw in more than one book during the half year, and each pupil will complete one book each half year, and no pupil will ever carry a half-finished book into a higher class.

As each pupil will have two books "per annum" instead of three as heretofore, the cost of books will be reduced one-third.

In order to keep the Drawing Committee fully informed of the attention given by the Special Instructors to the schools placed under their charge, they will be furnished with time-tables, with instructions to keep a record of their attendance, and to send in the same to the chairman every three months. Similar tables will be given to the masters, with similar instructions, and a request that they will report any

irregularity or tardiness on the part of the Special Instructors.

On behalf of the Committee,

CHARLES C. PERKINS,

Chairman.

JUNE 22, 1876.

PROGRAMME OF ELEMENTARY INSTRUCTION IN DRAWING IN THE PRIMARY SCHOOLS.

SIXTH CLASS.

Pupils are to be taught the names of lines, as straight or curved, distinguishing their several positions singly, as vertical or upright, horizontal or level, oblique or slanting; lines related to each other as parallel, at angles with one another as perpendicular, or square with obtuse and acute angles, the teacher using both the scientific and common names for lines and angles, which are always to be illustrated on the board by the teacher and on slates by the pupils, when the names are pronounced, or the lines and angles described by the teacher. The combination of three, four, or more lines to make figures, and the names of such figures and their parts to be given as exercises, after the names of single lines and two related have been learned.

Dividing lines into two equal parts, and subdividing them, and drawing very simple forms, such as those on the earlier numbers of the first series of cards, or in the Primary Manual. Patterns or objects composed of straight lines, and illustrating the lines and

their combinations already learned, should precede the drawing of curved lines. The filling of geometric forms, as squares, triangles, with points or short lines, or simple natural forms, such as leaves, arranged according to the pupil's own device, for recreation or amusement, as allowed in the Kindergarten system, to be permitted and encouraged.

Drawing from memory of forms previously drawn, and from dictation or oral description by the teacher, to be practised weekly.

The pupils should be taught how to rule a true straight line that they may know what to strive after when trying to draw it by Freehand.

FIFTH CLASS.

Reviewing the work done in the sixth class, the pupils will be taught to improve their handiwork by drawing straight lines more truly straight, the upright lines more vertical, and the level lines more horizontal than before. The curved line to be explained, as in Chap. III. of the Manual, and curved lines to be drawn singly and in combination with straight lines.

The definitions of the simpler geometric forms being recited by the teacher, the pupils are to draw the forms without a copy. Sometimes the pupils are to work entirely without mechanical help; but in other lessons, such as drawing the illustrations to geometric definitions, all the lines should be sometimes ruled and measured, and at other times be drawn entirely by Freehand, variety in execution being here better than uniformity.

FOURTH CLASS.

Review the exercises of the two previous classes, increasing the rapidity of the work. The drawings made from blackboard and cards should be as large as the slate will allow, leaving a margin of from half an inch to one inch around the edges of the slate.

The simpler forms of leaves and compound curves to be drawn; the first being then applied in filling squares and triangles, for designing exercises; the second to form the outlines of vases and pitchers, as described in Chap. V. of the Manual.

THIRD CLASS.

The pupils, on entering the third class, should be able to describe the simpler geometric forms, either in common language or by giving the accepted definition, and also draw the illustrations to them fairly well. The second series of cards should be finished in this class, either by enlargement from the cards or reduction from the teacher's drawing on the blackboard.

NOTE.—The practice of drawing in the four lower classes of Primary Schools is to awaken thought and give ideas about form, rather than to produce skill in expressing form. It is not well to urge the pupils too much in the direction of making very good lines or very perfect shapes, but rather to impress them with the distinction between different forms, appealing through the eye to the mind and memory. The greater the variety of the exercises the better, and if half an hour be too long for a lesson, a quarter of an hour or twenty minutes may be found suitable; the time devoted to drawing, being two hours per week, may thus be given in four, six, or eight lessons.

In all the classes the pupils must be taught both to rule good lines as well as to draw without use of the ruler, though the standard of results expected should be much higher in the case of a square made by use of the ruler and one drawn by the free hand. The work of the four lower classes in drawing is to be done on slates.

The order of lessons is to be

1. Enlargement from cards.
2. Reduction from blackboard.
3. Memory and dictation drawing, alternately.
4. Geometric definitions, drawn and described, with linear designing on alternate weeks.

SECOND CLASS.

In the second class drawing on paper is first taught. Review on paper the work which has been done in class four on slates, the first half of second series of cards being taken as subjects for instruction.

Drawing from dictation and memory, of the very simplest forms, should be given once in each week, to fix what has been learnt on the memory. Each lesson must be begun and finished on one-half of the page in the blank book, in the half hour devoted to one lesson, subjects being selected by the teacher of sufficient simplicity to ensure this.

FIRST CLASS.

The second half of the second series of cards, Nos. 7 to 14 inclusive, to be drawn in the first class. Instruction illustrating the words symmetry and repetition, to be given by the teacher from the chapter on design, pages 105 and 132, and that following it in the Manual.

New combinations of forms previously drawn to be made by the pupils, to learn arrangement and rearrangement, to prepare them for the elementary design practised in Grammar Schools.

DRAWING IN THE GRAMMAR SCHOOLS.

SIXTH CLASS.

Pupils will be taught to draw on paper the elements of form, lines, angles, figures; also the division of lines into equal or unequal parts. In the first half of the school-year, from September to February, the Freehand book No. 1 will be completed, exercises in dictation and memory drawing being worked on the blank pages. From February to July the same book will be reviewed, the definitions and divisory exercises being more thoroughly learnt by repetition, and also to give the pupils advanced from the Primary Schools the opportunity of drawing the first part of the grammar course. The blank pages will be employed for elementary designs during the second half of the school year.

FIFTH CLASS.

From September to February the practice of the pupils will be confined to geometrical drawing of definitions and simple problems, and elementary design on the blank pages; and from February to July, Freehand book No. 2, with designs in blank pages. The geometrical work and the design is to be accurately done by use of ruler and compasses;

but neither of these implements is to be used in the freehand practice.

FOURTH CLASS.

From September to February the pupils are to be taken through the Geometry book No. 2, the teachers employing blank paper in the book for exercises in design. As part of the latter the enclosing geometric forms should be dictated by the teacher, the pupils working from the oral description only.

From February to July the Freehand book No. 3 is to be begun and completed, with four elementary designs on the blank pages. In the fourth class the teacher should require some degree of accuracy in the geometrical problems and nicety in workmanship, both in the design and freehand sections of the course.

THIRD CLASS.

From September to February the geometry work of book No. 2 is to be reviewed, for the purpose of refreshing the memories of pupils who have not practised the work for six months, and also to prepare those pupils who have been advanced to the third class without working through book No. 2. Then Geometry book No. 3 is to be undertaken and finished by February. The time to spare is to be occupied by practising elementary design on the blank pages.

From February to July the Freehand book No. 4, together with exercises in design, is to be completed.

SECOND CLASS.

In the second class, geometrical drawing is not to be continued, but in its place model and object drawing is to be commenced. From September to February the pupils will begin and complete Model book No. 1, and from February to July the Freehand book No. 5 will be begun and finished, elementary design being continued on the blank pages, in outline and half tint. Dictation of geometrical forms is not to be considered a separate lesson, but part of the designing lesson. Memory drawing may be practised occasionally to vary the lessons in geometrical drawing.

FIRST CLASS.

In the first class, model and object drawing is to be considered the sole subject of drawing for the first half of the year, from September to February, and the course is laid down in the text-book to be used, Model book No. 2, to be completed by the end of January. The exercises are to be wholly by the free-hand, and those from the solid to be in true perspective, tested by the eye.

From February to July the Freehand book No. 6 is to be drawn, the four blank leaves to be employed for designs, in half tint, of either historical ornament or conventionalized foliage.

HIGH SCHOOL.

THIRD CLASS, OR JUNIORS.

The lowest class in the High Schools is to be instructed in the elements of perspective, in Perspective book No. 1, and the practice of model and object drawing from the solid object, with applied design in bank books. The perspective and design to be worked out by mechanical means, the object drawing to be wholly freehand. The models to be shaded or relieved with half tint of different depths. Perspective from September to February. Model drawing and design from February to July.

SECOND CLASS, OR MIDDLE.

A further study of the principles of perspective drawing is to be followed by the second class in the first half of the year, book No. 2 being the text-book. This is to be supplemented during the second half of the year by model drawing from the object, and applied design for common objects or simple forms in either outline, half tint, or by shading.

FIRST CLASS, OR SENIORS.

Drawing of historical ornament from cast and copy, in tint and color. Original design for manufactures. Painting and drawing from nature. Machine drawing and building construction and architecture (in the boys' classes). Study of the human figure.

NORMAL SCHOOL.

Normal lessons in freehand, object, memory, geometrical and perspective drawing; course of elementary design.

WALTER SMITH,

Director of Drawing.

R E P O R T
OF THE
COMMITTEE ON MUSIC.

1 S 7 6 .

REPORT.

Ordered, That the Programme for Instruction in Music for the Primary and Grammar Schools be referred to the Committee on Music, with instruction to revise the same, and report to the Board in print.

JUNE 13, 1876.

In accordance with the above order the Committee on Music respectfully submit the following revised Programme of Instruction in Music in the Primary, Grammar and High Schools, and recommend its adoption for the ensuing year. This programme is essentially the same as that hitherto followed with such marked and universally acknowledged success in the public schools of this city. An important change is, however, proposed in the Primary Department, to which attention is called. The Primary Schools have hitherto been visited nominally once a month by the Special Instructors, whereas now they are to be visited once in three months, on fixed days and at stated hours. At these tri-monthly visits the work done will be examined, new work will be laid out, and necessary advice given. This minimum of supervision is absolutely necessary, in order to ensure constant care and attention on the part of the regular teachers.

As your committee deem it most advisable that they should be kept fully informed as to the regularity of the Special Instructors in the performance of their duties in schools of all grades, they propose to supply each one with a printed time-table, and to send a duplicate of the same to every master. The dates of visits paid, and lessons given, being marked by each instructor and each master; the tables are to be sent to the Music Committee once in every three months, thus putting them in possession of the facts of the case.

On behalf of the Committee,

CHARLES C. PERKINS,

Chairman.

JUNE, 1876.

DEPARTMENT OF MUSICAL INSTRUCTION.

Plan of Instruction and Duties of the Special Instructors in Music.

PRIMARY SCHOOLS.

Sixth Class.—Pupils shall be taught to sing *by rote* all the songs and exercises in the first fourteen pages of the "First National Music Reader," and also to sing the scale, ascending and descending, both by numerals and syllables. Other songs by rote, at the discretion of the teacher. All the songs and exercises going beyond twice marked E, shall be transposed *at least one tone lower*. Attention shall be given to correct position of the body, and clear and distinct enunciation.

Fifth Class.—Review of the previous work. Signs of expression, time, and beating time. In-

struction in notation, as indicated on Chart No. 2, according to the "Illustrated" Lessons I. to VII. Use of syllables and numerals. Practise in writing the staff, bass-clef, the repeat, etc. Rote songs, as selected by the teacher.

Fourth Class.—Review of previous work; then go to the end of Chart No. 12, carefully instructing the pupils according to "Illustrated" Lessons XV. to XXI., inclusive. Rote songs, on pages 15, 16 and 17, and others, to be selected by the teacher. Practise writing notes of different values, and combine them into measures.

Third Class.—Review of previous work, and advance in Charts to end of No. 15. Frequent exercise upon the sound of the scale by numerals, pitch-names or syllables. Songs, at teacher's option. Practise in writing degrees of the scale under dictation.

Second Class.—Review of previous work. Advance to end of No. 20. Continued scale-practice both by singing and by writing under dictation. Rote songs, at discretion of the teacher.

First Class.—General review. Then take Charts from 21 to 36, inclusive. Rote songs, to be selected by the teacher. Practise writing scales in different keys.

N. B.—The teacher should not permit loud and noisy singing, or the singing of parts not within the scholar's *easy* reach. The teachers in the various grades must carefully ascertain and record the compass of the pupils' voices.

GRAMMAR SCHOOLS.

Sect. 233 of the Rules and Regulations:—

"In the first and second classes instruction in vocal music shall be given in two lessons, of half an hour each, and in the third, fourth, fifth and sixth classes, in four lessons, of fifteen minutes each, every week, by the regular teachers; and vocal music shall be in all respects regarded as one of the regular studies of the school."

Sixth Class.—Music Charts (Second Series). Practice exercises and songs in the first twenty pages of the Charts, and also those in the first thirty-three pages of the Second Music Reader. Practice in writing continued. Attention should be given to evenness and purity of tone.

Fifth Class.—Review work of sixth class. Take the reversed side of Charts from No. 21 to 40, inclusive, and practise the Chromatic Scale with syllables, scale and pitch names. Songs at the option of the teacher. Practise in writing both diatonic and chromatic scales. Directions given how and when to breathe. Avoidance of audible breathing.

Fourth Class.—Third series of Charts. Knowledge of scale and staff intervals. Singing in different keys up to three sharps and four flats, by numerals, pitch names and syllables. Practice of the first twenty numbers of these Charts, and also of the first 22 pages of the Third Reader.

Third Class.—The class is to commence with the reverse pages of the Third Series of Charts, and complete them. Songs at the option of the teacher, includ-

ing all the keys as far as E and A flat major. Practise in writing, transposition of songs, or parts of songs, from one key to another. Vocal culture continued.

SECOND AND FIRST CLASS.

Fourth National Music Reader. These classes are to be taught the Solfeggios in this Reader from page 50 to page 78.

These Solfeggios should be practised by syllables, scale and pitch names.

The piano should be used as little as possible during the practice of the Solfeggios.

The exercises in Triads from page 79 to 84 are to be practised simultaneously with the Solfeggios and the parts are to be frequently changed.

Songs at the discretion of the teacher, but with strict exclusion of rote-singing.

Writing exercises, such as transpositions, etc., are to be continued in these classes.

HIGH SCHOOLS.

The High School Music Reader is the text-book for both Mixed and Boys' High Schools.

Muller's Part Songs are used in the Girls' High School.

First Year, or Junior Class.—Practice in singing at sight. Instruction in Musical theory, the intervals and writing of scales, in both the G and F clefs. Study of the various forms of the Minor Scale. Writing under dictation. Explanation of musical

terms in common use. Vocal culture and study of Part Songs.

Second Year, or Middle Class.—Continued practice of singing at sight. Inversion of intervals. Writing under dictation. Musical expression. Management of the voice. Study of Part Songs.

Third Year, or Senior Class.—Elementary harmony. Major and Minor Triads, and their inversions. Chord of the Seventh and its inversions. Practise in writing out simple figured basses. Study of Part Songs and analysis of the same.

R E P O R T
OF THE
COMMITTEE ON HIGH SCHOOLS.
1876.



R E P O R T .

The Committee on High Schools respectfully submit the following report:—

All the schools under their charge have maintained their usual high standing and efficiency. The adoption of the new rules and regulations necessitated some changes in teachers, which took place at the beginning of the present school year. The loss of an experienced master in the Charlestown High School it was feared would result seriously, but the committee were fortunate in securing the services of highly accomplished lady teachers, and it is confidently believed that the school was never in better condition, or capable of doing better work, than at the present time.

The resignation of Dr. Samuel Eliot as head-master of the Girls' High School was deeply regretted by all the friends of the school, and especially by the committee, upon whom devolved the responsibility of selecting a successor. After the most careful consideration and extended inquiry, the choice fell upon Col. Homer B. Sprague, an accomplished scholar, a gentleman of high culture, and a popular and successful teacher. The number of teachers allowed to each school being governed by the number of pupils, it was necessary to discharge two assistant teachers in this school, and the number of pupils has not as yet

been increased so as to compel us to fill their places.

The committee found upon entering on their duties that both the course of study and the textbooks used in the various High Schools differed essentially, and that it was quite impracticable for the Supervisors to comply with the rules and regulations in the matter of uniform examinations. It became necessary to revise the whole system of High School instruction and to fix upon a uniform course of studies to be followed in all. This duty was attended with great labor, in which the committee had the efficient aid of the Supervisors. The classes received at the beginning of the present school year in the English High for boys, the Girls' High, and the Roxbury High, the Dorchester High, the West Roxbury High, the Brighton High, and the Charlestown High, mixed schools, entered upon a uniform three years' course, as follows:—

UNIFORM THREE YEARS' COURSE FOR HIGH SCHOOLS.

(See Note *a.*)

FIRST YEAR.

English and History. — Five hours till March 1st. Three hours after March 1st. English: (1) Brief accounts of certain authors, with the study of some of their best works. (2) Reading aloud, reciting or speaking selections in prose and poetry from the

NOTE *a.* — Five sessions a week, divided into twenty-five hours of working time, such "hours" being about fifty minutes long, to allow time for recesses. Five hours a week (one daily) reserved for study, in first and second years: four hours reserved in the third year. One hour a week given to music. Two hours a week given to drawing. Two hours a week given to military drill (boys) — calisthenics (girls). Fifteen hours a week given to recitation in first and second years; sixteen hours in third year.

authors. (3) Elementary exercises in writing English, including practical applications of Grammar. Ancient History. (See note *b.*)

Languages. — Five hours till March 1st. Three hours after March 1st. Latin or French, or German. (See note *c.*)

Mathematics. — Five hours. Arithmetic, including practical instruction in the Metric System, and an introduction to Geometry (one hour). Algebra (four hours).

Sciences. — Four hours after March 1st. Botany.

SECOND YEAR.

English and History. — Four hours. English: (1) Brief accounts of authors, etc., as first year. (2) Reading aloud, etc., as first year. (3) Principles of rhetoric and their application to writing English, with exercises to increase the vocabulary. Mediæval History. Modern History begun.

Languages. — Three hours. The same language, continued.

Mathematics. — Five hours. Algebra finished. Plane Geometry and Plane Trigonometry. Book-keeping.

Sciences. — Three hours. Physics.

Electives. — Botany continued instead of Book-keeping. (See note *e.*)

THIRD YEAR.

English and History. — Five hours. English: (1) Selections from Milton and Shakespeare studied critically. (2) Reading aloud, etc., as before. (3) Writing Essays. Modern History. Civil Government.

Languages. — Four hours. The same language, continued (one

NOTE *b.* — In the opinion of the Supervisors, a course of History, for the High School, should be philosophically arranged, though it must necessarily be brief. It should trace the successive steps in the development of nations, with their progress in civilization, and should associate the geography of a country with its history. This plan, however, does not preclude the proper recognition of the relation between the history and literature of a period, as pupils pursue their study of *English*. By their previous course in the History of England and of the United States, in the Grammar Schools, they should be prepared to perceive and to follow out this important connection.

hour). Latin, French or German begun (three hours). (See note c.)

Mathematics. — Two hours. Solid Geometry. Arithmetic reviewed, considered as a science.

Sciences. — Five hours. Physics (two hours). Chemistry (two hours). (See note d.) Descriptive Astronomy (one hour).

Electives. — Zoölogy (including Human Anatomy and Physiology) instead of Mathematics. (See note e.)

It is thought advisable to proceed to organize a fourth year's course in the two great central schools, one for girls and another for boys, so that the graduates of all the outlying High Schools can enter without any break or interruption and pass through a thorough advanced course of instruction preparatory to entering the Normal School or the Institute of Technology. This fourth year's course is now under consideration; but the committee are not as yet prepared to submit it for adoption.

Mr. Augustine M. Gay was elected, after very mature deliberation, as head-master of the Latin School, in place of Dr. Francis Gardner, deceased. During the year in which he had acted as head-master previous to his election, the school manifestly improved in tone and prosperity, and the promotion to the head-mastership appeared to be due to Mr. Gay, in consid-

NOTE c. — The choice of a language must be subject to the approbation of the Principal.

NOTE d. — One study-hour will be used in the Chemical Laboratory.

NOTE e. — Wherever a choice of studies is offered, a pupil cannot take the elective without the approbation of the Principal. All boys who intend to take a fourth year's course in the English High School will be required to take the full mathematical course. All members of the English High School may be required to take Solid Geometry and Book-keeping.

eration of his long and faithful service as master. But his health had become seriously impaired, and with the exception of a few visits to the school in the early part of September, he can hardly be said to have entered upon his duties, when death again left a vacancy in the head-mastership, and Mr. Moses Merrill was appointed acting head-master, till otherwise ordered.

The committee found that the course of study in this school required a thorough revision, and having been instructed by an order of the Board "to consider the expediency of abolishing the preparatory classes in the Latin School, and also of placing that school and the English High School under the same head-master," the whole subject was carefully considered, and the results laid before the Board in the following

R E P O R T.

The "preparatory classes," so called, consist of the seventh, eighth and ninth, according to the present organization of the school. The minimum age of admission at the present time is 9 years. The average age of the pupils of the three classes is above 13 years, and the number under 10 is but six.

The history of this school dates back to the early infancy of the colony of the Massachusetts Bay, to a period anterior to the founding of Harvard College, and for a hundred years or more it was regarded, according to the expressive language of Prince, as "the principal school of the British colonies, if not in all America." At many periods of its history the age

of admission has varied from 9 to 12. In the early part of the last century it was 9 years. In 1820, also, it stood at 9 years, and the course of study appears to have been limited to 8 years. In 1846, when the age of admission stood at 10 years, 71 pupils entered the school, of whom 26 went through. From 1847 to 1851 inclusive, when the age of admission stood at 12 years, the average number admitted was 37, of whom an average of 15 went through. In 1852, when the age of admission stood at 10 years, 107 pupils entered, of whom 38 went through. In 1869, when the age for admission still stood at 10 years, 93 pupils entered, of whom 23 went through. In 1870, when the age of admission was again fixed at 12 years, only 12 pupils entered, of whom only 5 remained at the time of Dr. Gardner's decease. In 1873-74, four classes having entered since the age was raised to 12 years, there were in all the school only 35 graduates of the Grammar Schools. When the age of admission was again lowered to 9 years, in 1874, 254 entered the school, of whom 99 still remain.

These striking facts indicate that parents who intend to send their sons to college wish to have them begin a systematic course of preparation at an early age, believing, no doubt, that there is greater economy of time and mental energy in entering directly upon a broad, generous, and carefully elaborated course of study, at a time when the forms, the rules, and vocabularies of a strange language — the indispensable foundations of linguistic culture — are most easily and indelibly impressed upon the youthful memory. It must be admitted, we think, that the scanty results

which classical training in this country can present are largely due to that system of hasty cramming for admission to some college, as a part of an ill-directed course of preparation in which the mutual relation of the different studies, and the order in which they would most logically and properly succeed each other, have been ignored. A thoroughly matured and comprehensive system, arranged according to the natural interdependence of all its parts, ought to leave an impression never to be lost or forgotten in after life. It ought to produce more tangible and satisfactory results in American scholarship than we generally see.

The figures already presented also indicate that parents, when forbidden to send their boys to the school before the age of twelve, have sent them at an earlier age to private schools, and that when their associations are once formed there, they remain and complete their preparation in such schools, and never enter the Latin School. They do not remain, as a general rule, in the public schools. The course of studies in the Grammar Schools cannot and ought not to be arranged with reference to special preparation for the Latin School. The Grammar-School course is essentially a preparatory course; but it is preparatory to the English High,—a finishing school,—rather than to the Latin, which is itself also a preparatory school.

The most common objection urged against the organization and continuance of these lower classes is, that they draw from the Grammar Schools a considerable portion of what some teachers regard as

their best material, and that the high tone of character of the upper classes of the Grammar Schools is lowered in proportion to this withdrawal. This objection ought to be regarded as too trivial to have any weight; for, to say nothing of the fact that the schools are made and maintained for the highest good of the children, and that no boy ought to be retained a moment in any Grammar School after it is for his interest to leave, most of those who are to prepare for college would be taken out and sent to private schools, before completing the Grammar-School course, if the primary classes in the Latin School were abolished. As the primary classes in the Latin School now stand, over twenty-five per cent. of the number of pupils come from private schools, and the balance from the various Grammar Schools. A reference to the following table will show how slightly they interfere with any particular Grammar School, by giving the number from each:—

SCHOOLS.

	CLASS VII, A.	CLASS VII, B. AND CLASS VIII, A.	CLASS VIII, B.	CLASS IX.	TOTAL.
Chapman . . . . .	..	3	1	1	5
Lyman . . . . .	..	1	1	..	2
Harvard . . . . .	..	..	2	..	2
Prescott, East Boston . . . . .	..	..	1	..	1
Warren . . . . .	..	..	..	1	1
Bowdoin . . . . .	..	..	..	3	3
Eliot	1	..	..	1	2
Mayhew . . . . .	..	1	3	1	5
Phillips	2	..	4	5	11
Brimmer	5	8	3	4	20
Dwight . . . . .	..	1	2	2	5
Rice	11	7	6	3	27
Bigelow	2	..	2	1	5
Lawrencee	1	1	..	1	3
Lincoln	4	1	1	..	6
Comins . . . . .	..	1	..	..	1
Dearborn . . . . .	..	1	..	..	1
Lewis	1	..	..	..	1
Lowell . . . . .	..	..	..	1	1
Bennett . . . . .	..	..	..	1	1
Central	1	3	2	2	8
Everett, Dorchester	1	1	2	2	6
Gibson	1	..	..	..	1
Minot	1	2	..	..	3
Private Schools	9	7	10	5	31
Other sourees	1	6	2	2	11
Total	41	44	42	36	163

$25\frac{12}{16}\frac{5}{3}$ % came from other sources than Public Schools.

$74\frac{3}{16}\frac{8}{3}$ % came from Public Schools.

It should be borne in mind, also, that notwithstanding the fact that 9 is recognized as the age at which pupils can be admitted to the lower classes, the actual age of most of the pupils in the Primary classes is very much higher, as will appear by the following table:—

AGES OF PUPILS IN VII., VIII. AND IX. CLASSES OF
LATIN SCHOOL.

AGES.	CLASS IX.	CLASS VIII.	CLASS VII.	TOTAL.
9-10	5	1	..	6
10-11	8	7	4	19
11-12	10	12	3	25
12-13	7	19	14	40
13-14	4	13	9	26
14-15 . . . . .	..	10	15	25
15-16	1	7	12	20
16-17 . . . . .	..	..	1	1
17-18 . . . . .	..	..	1	1
Totals	35	69	59	163

The average age even of the 9th class is above 12 years. About 95 per cent. of the pupils of these classes have entered with the declared intention of going through and preparing for college. Of the 35 in the 9th class 34 answered yes, to the question upon this point, and one no. Of the 69 in the 8th class 60 answered yes, and 9, no. Of the 59 in the 7th class 55 answered yes, and 4, no. Most of those who do not intend to go to college will probably go through

the school, their parents believing that some knowledge of the languages will form a useful part of an education for a business life.

The committee are unanimously of the opinion that the interests of the school and of the community require that the Primary classes should be retained; but whether the minimum age for admission should be continued at 9 years, or fixed at 10, is a matter of little importance practically, the number of pupils under 10 being so few that they might properly enough be regarded as exceptional, and admitted or not at the discretion of the committee or of the School Board.

But the committee are equally united in the opinion that if these classes are to be retained the programme or plan of studies should be essentially modified. The chief argument for admission at an early age is that a child from 9 or 10 to 12 years of age can learn or begin to learn a language easier and with greater economy of time than a boy at the age of 12 to 15. The memory is more readily trained, and the forms of a new language more easily learned and retained at an early age. But, so far from conforming to this idea, the present course of study is so arranged as to give but two exercises a week in Latin; one hour for study and one hour for recitation, being all that is allotted to this language. Stated more fully, the time devoted to the various studies throughout the school appears in the following table:—

Studies pursued in the Latin School, with Relative Time given to Each.

STUDIES.	CLASSES.								
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.
Latin	6	7	7	6	10	11	2	2	2
French	2	3	3	3	3	..	1	1	1
Greek	7	6	7	6	..	..	..	..	..
Mathematics	6	5	4	4	6	4	6	6	6
English Literature	2	2	2	2	2	2	..	..	..
History	2	3	2	2	2	2	2½	..	..
Natural Science	2	1	1	1	1	..	..	..	..
Penmanship . . . . .	..	..	..	..	..	4	1½	2	3
Drawing . . . . .	..	..	1	2	2	1	2	2	2
Modern Geography . . . . .	..	..	..	..	..	2	4	4	2
Singing . . . . .	..	..	..	..	1	1	1	1	1
Reading . . . . .	..	..	..	..	..	..	2	3½	5
Spelling . . . . .	..	..	..	..	..	..	1½	3½	4
Composition . . . . .	..	..	..	..	..	..	1	2	1
Gymnastics	3	3	3	3	3	3	2½	4	4
Military drill	2	2	2	2	2	2	2	2	2
Total Exercises per week . . .	32	32	32	32	32	32	29	33	33

The "Exercises" in the above table occupy *from thirty to fifty minutes each.*

Compare this working plan of studies with that of the Prussian Gymnasium, which holds a place in the German system of education more nearly corresponding with that of the Latin School than any other in our system,—that is, a school preparatory to the university,—and mark the difference. The branches taught, with their allotted time devoted to

each, during a period of nine years, are presented in the following table, the first three classes beginning with the highest numbers, having one year each, and the last three, two years each, the pupils entering at the completion of the ninth year.

Instruction in the Gymnasium.

SUBJECTS.	HOURS PER WEEK FOR EACH CLASS.					
	VI.	V.	IV.	III.	II.	I.
Religion	3	3	2	2	2	2
German	2	2	2	2	2	3
Latin	10	10	10	10	10	8
Greek . . . . .	..	..	6	6	6	6
French . . . . .	..	3	2	2	2	2
History and Geography	2	2	3	3	3	3
Mathematics and Arithmetic	4	3	3	3	4	4
Natural Philosophy . . . . .	..	..	..	..	..	2
Natural History	2	2	..	2	..	..
Drawing	2	2	2	..	..	..
Penmanship	3	3	..	..	..	..

This may be taken, perhaps, as a fair average of the 250 gymnasiums in different parts of Germany, but they differ in minor details of the programme, which the director of each gymnasium publishes every spring with an enthusiastic rivalry to present the best plan, which, after approval by the Department of Public Instruction, becomes the working programme for the year. This difference will appear in the programme of the gymnasium of Schwerin, recently issued, Sexta, the lowest class, corresponding with

our Ninth, Quinta and Quarta occupying one year each, and the three upper classes two years each.

	Sexta.	Quinta.	Quarta.	Lower Tertia.	Upper Tertia.	Lower Secunda.	Upper Secunda.	Lower Prima.	Upper Prima.	Numbers representing proportion of time allotted to each.
I. Religion	3	3	3	2	2	2	2	2	2	21
II. Geography and History . . .	4	3	4	4	4	3	3	3	3	31
III. Mathematics	4	3	4	4	4	4	4	4	4	35
IV. Natural Sciences	2	2	—	—	—	2	2	2	2	12
V. Latin	9	10	10	10	10	10	10	8	8	85
VI. Greek	—	—	5	6	6	6	6	6	6	41
VII. German	3	3	3	3	3	3	3	3	3	27
VIII. French	—	3	3	3	2	2	2	2	2	20
IX. Hebrew	—	—	—	—	—	2	2	2	2	8
Hours of weekly work in each Class	25	27	32	32	32	34	34	32	32	

If it is best to begin the study of a language like Latin or French at a very early age, as it undoubtedly is, it should become a very much more prominent feature of the early part of the course, even if some essential English branches have to be deferred to a later period of the course. Very much of the first work of learning a new language depends upon the acquisition of forms, and the inflections of words and the vocabulary, and this is much more easily accomplished at an early age than later in the pupil's school-life. The first year will in any event be divided between the Latin language and the elementary English branches, but the progress actually and generally made in these English studies during this first

year, in addition to what is done in Latin, is much greater, and it always will be much greater, under wise management, than is made by boys of the same age in the Grammar Schools.

It is to be considered, also, that as the standard of scholarship required for admission to our colleges is constantly advancing, we are constantly obliged to produce better results in the Latin School, are forced not only to accomplish more work, but to raise the standard of admission to the higher classes. The pupils of the seventh class are now more advanced in their English studies than those formerly admitted to the school.

The committee find that the plan of studies, not only of the lower classes, but of the whole school, requires essential change. The course, as laid down in the Rules and Regulations, is quite impracticable. It has not been carried out, simply because it was wholly impossible to live up to it in the time allotted to the regular course. As the arrangement of a new course of studies must be regarded as of vital importance to the efficiency, the growth and prosperity of the school, the committee have not hesitated to seek the advice of the best educators in our midst, to whom they are greatly indebted for valuable suggestions, and especially to President Eliot, of Harvard College. A plan submitted by him was, by a misunderstanding of the wishes of the committee as to the length of the course, based on the supposition that it would be limited to six years, and hence will require some modifications, which will be presented in the schedule to be given on a following page. It is,

however, so well considered, so comprehensive, and withal so practicable of accomplishment, that we venture to present it as furnishing the basis on which it is proposed to construct the working programme of the school.

COURSE OF STUDY FOR THE PUBLIC LATIN SCHOOL OF THE CITY OF BOSTON.

FIRST YEAR.

Latin. — Grammar; writing Latin; reader; vocabulary; *Viri Romaë.*

English. — Reading aloud (Scott, prose and poetry, Goldsmith); spelling; writing from dictation; recitations.

History. — Higginson's History of the United States.

Mathematics. — Arithmetic, reviewed and finished.

Geography. — Physical and political (ending May 1).

Botany. — From May 1.

Drawing. Penmanship. Music. Gymnastics.

SECOND YEAR.

Latin. — Nepos; Cæsar, books I.—IV.; writing Latin; vocabulary; writing from dictation; recitation.

English. — Reading aloud (Hawthorne, True Stories, and Wonder Books; Bulfinch's Age of Fable); spelling matches; writing from dictation; recitation (*e. g.* Macaulay's Lays of Ancient Rome.)

French. — Grammar; writing French; translation; vocabulary.

History. — History of ancient Greece (with the geography).

Mathematics. — Algebra (part of); in connection therewith examples in arithmetic.

Geography. — Physical and political (finished) to end May 1.

Botany. — From May 1.

Drawing. Music. Gymnastics.

THIRD YEAR.

Latin. — Ovid (4,000 lines) ; Æneid I.—III. ; prosody ; vocabulary ; writing Latin ; writing from dictation ; recitation.

English. — Reading aloud (Irving, Prescott, Burke) ; recitation ; (Gray, Longfellow, Whittier) ; good translations from Latin, written out with care, and rewritten after correction, if necessary.

French. — Translation and writing ; writing from dictation ; vocabulary ; recitation.

History. — History of ancient Rome (with the geography.)

Mathematics. — Algebra, continued, and finished by May 1, with large use of examples, particularly such as keep arithmetic in use.

Botany. — From May 1.

Drawing. Gymnastics.

FOURTH YEAR.

Latin. — Æneid IV.—VI. ; Sallust (Catiline) ; writing Latin ; recitation.

Greek. — Grammar ; translation ; writing Greek ; vocabulary ; reader begun.

* *English.* — Reading in connection with the text-book in history ; compositions on subjects read about.

French. — Translation and writing ; recitation.

History. — History of England.

Mathematics. — Plane geometry ; examples in arithmetic and algebra.

Zoölogy. — Morse's Zoölogy and Agassiz's Sea-side Studies.

Drawing. Gymnastics.

FIFTH YEAR.

Latin — Eclogues ; Cicero (eight orations and Cato Major) ; writing Latin ; Latin at sight.

Greek. — Goodwin and Allen's Reader ; Homer's Iliad I.—III. ; writing Greek ; writing at dictation ; prosody.

English. — Three plays of Shakespeare and selections from Milton carefully studied ; compositions on subjects on which reading has been recommended.

French. — Translation ; translation at sight ; writing.

German. — Grammar ; exercises ; translation ; vocabulary.

Mathematics. — Logarithms and trigonometry ; with examples in arithmetic, algebra, and geometry, during the first half of the year.

Mechanics. — With examples applying arithmetic, algebra, geometry and trigonometry, during the second half of the year.

Reviews. — Two days of the week in the last half of the year devoted to reviews and to practice on examination papers.

Drawing. Gymnastics.

SIXTH YEAR.

Latin. — Livy (two books) ; Horace (Odes and Epodes) ; Cicero (de amicitia, and de republica) ; writing Latin ; translation at sight.

Greek. — Plato (Apology and Crito) ; Homer (Iliad IV.-VIII., or Odyssey IV. and IX.-XII.) ; Euripides (Alcestis) ; Xenophon at sight ; writing Greek ; recitation.

German. — Translation ; writing from dictation ; writing German ; recitation.

History. — Duruy's modern History (in the French) ; Freeman's Outlines of General History.

Mathematics. — Solid Geometry ; examples in navigation and surveying ; plane and analytic geometry.

Physics. — Selections from astronomy ; motions of liquids and gases ; advanced mechanics (*i. e.* beyond last year's limit).

English. — Compositions on subjects on which reading has been recommended.

REMARKS UPON THE MODE IN WHICH IT IS INTENDED THAT THE SUBJECTS MENTIONED IN THE FOREGOING PROGRAMME SHOULD BE TAUGHT.

LANGUAGES.

1. Exercises in translating and writing a new language are to begin simultaneously with the study of its grammar.

2. A few (five to ten) words are to be committed to memory, with their meanings, at each lesson in translation. The principal parts of verbs, and the declension, etc., of nouns, are to be learned by heart in connection with the meaning of the words. Each pupil is to write down the words he learns, and these lists (best kept in a book) are to be reviewed and examined upon at stated intervals. The words should always be taken from the author in hand. This process is to go on steadily for each new language, until the ordinary vocabulary has been mastered. It is referred to in the programme by the title "vocabulary."

3. In the study of each language the exercise of writing in it from dictation is to be used statedly, beginning (except in the case of English) with the second year's course in the language.

4. In the study of each language, the exercise of committing passages to memory and reciting them to be used statedly, beginning with the second year's course in the language.

5. After the vocabulary has been in good degree mastered, translation at sight is to be frequently practised in each language, with the help of the teacher.

6. In studying English the pupils are to be exercised statedly in reading aloud (for three years), in spelling (for two years), in writing from dictation (for two years), in committing pieces to memory and reciting them (for three years), in writing out *good* translations from the Latin language (one year), in writing compositions upon subjects they have read

about (three years). They are also to read critically a little Shakespeare and Milton in the fifth year.

MATHEMATICS.

In studying algebra, arithmetic is to be reviewed and kept in use. While plane geometry is the main mathematical subject of the fourth year, time is to be allowed for weekly practice of examples in arithmetic and algebra. So in the fifth year, trigonometry is the main subject; but the preceding three subjects are to be kept up by practice on various examples.

SCIENCE.

Botany is to be taught in May and June of the first three years, with ample provision of seeds, plants, flowers, etc., so that every pupil may actually study and dissect the specimens. Zoölogy in the fourth year is to be taught in a similar manner, with ample illustration.

Mechanics is to be thoroughly illustrated before the pupils, not with diagrams, but with apparatus to give ocular demonstration of the facts and principles.

HISTORY.

Attention is to be called to all historical and geographical points in the classical and modern authors read, the text-books on history supplying the framework for these materials. Geography, ancient and modern, is to be so taught in connection with the history, in every year of the course, as to be kept in mind.

REMARKS UPON THE SIXTH YEAR'S COURSE.

1. The subjects studied in this year are chiefly those on which optional examinations are held at Harvard College; but to these subjects of voluntary examinations, history, German, physics, and English compositions are added. A boy who had completed the six years' course could enter at Harvard in Course I. and in Course II., with good preparation for winning honors either in classics or mathematics. Or a boy who needed to economize time might enter Sophomore.

2. Any bright boy in his fourth or fifth year may take any sixth year's subject which he is capable of pursuing, in addition to the regular work of his year. In this way the great evil of setting the standard of attainment for the average scholar or the dull scholar may be in a measure avoided.

The Board having voted to organize the school in eight classes, by Chap. XVIII., Sect. 266 of the new Rules and Regulations, this well-considered plan, designed for six years, requires some modification to bring it into conformity with the Rules. It has been taken as the basis of the following schedule. The committee consider it unwise to recognize a post graduate course, even for a year, both on account of the extraordinary expense which it would necessitate, and because the school is professedly designed to prepare boys for admission to Harvard or some other college. When that object is accomplished the mission of the school is fulfilled. The time and ability

of the head-master and of the other accomplished teachers belong to the regular classes of the school, and cannot be diverted from them without great detriment to the graduating, and perhaps to some of the lower, classes. The committee have, therefore, endeavored to incorporate such of the best features of the sixth year's plan of President Eliot, as appear practicable, in the regular course of studies. They present the following plan, and recommend its adoption by the Board:—

COURSE OF STUDY FOR PUBLIC LATIN SCHOOL.

FIRST YEAR.

Latin. — 1. Forms. 2. Translating into English easy Latin sentences and the Reader. 3. Vocabulary and turning English into Latin (sentences like those in the Reader).

English. — 1. Reading aloud from (1) Hawthorne's Wonder Book and Tanglewood Tales, and G. W. Cox's Tales of Ancient Greece; (2) Harriet Martineau's Crofton Boys; (3) Scott and Holmes's poems. 2. Recitation of poems selected from Scott and Holmes. 3. Exercises to secure (1) correct enunciation, (2) distinct articulation, (3) right accent. 4. Spelling words in common use and in the reading lessons. 5. Writing from dictation with special attention to (1) capitals, (2) punctuation, (3) paragraphs, and (4) the correct forms of nouns and pronouns to express gender, number, and case.

History. — (Reading Tales of Ancient Greece. [See "English."])

Geography, to end as early as March 31.—1. Geikie's primer of physical geography (supplemented by oral instruction). 2. Principles of mathematical geography. 3. Explanation of geographical terms.

Natural Science, to begin as early as April 1.—Physiology: Macé's history of a mouthful of bread.

Mathematics. — Written arithmetic: 1. Review of the four fundamental rules. 2. Decimal and vulgar fractions. 3. Compound numbers (including the metric system). Mental arithmetic; parallel with the written.

Drawing. Music. Penmanship. Gymnastics and military drill.

SECOND YEAR.

Latin. — 1. Forms and syntax. 2. *Viri Romæ*. 3. Writing from dictation. 4. Vocabulary and turning English into Latin (sentences like those in *Viri Romæ*). 5. Recitation of Latin.

English. — 1. Reading aloud (1) some of Plutarch's lives of famous Greeks; (2) Tom Brown's School Days at Rugby, by Thomas Hughes; (3) Goldsmith's and Whittier's poems. 2. Recitations of poems selected from Goldsmith and Whittier. 3. Pronunciation (Soule's Hand-Book). 4. Spelling words in the lessons in reading and geography. 5. Writing from dictation with special attention to (1) punctuation, (2) syllabication, (3) correct forms of adjectives and adverbs to express comparison, and of verbs to express voice, mood, tense, number, and person.

History. — (Reading lives of famous Greeks. [See "English."])

Geography, to end as early as March 31. — 1. General physical features of the continents, with outline map-drawing. 2. Distribution of plants and animals, with their uses.

Natural Sciences, to begin as early as April 1. — Botany: Gray's How Plants Grow.

Mathematics. — Written arithmetic: 1. Percentage. 2. Reckoning of time. 3. Simple and compound interest. Mental arithmetic; parallel with the written. Geometry: Oral instruction in connection with the lessons in drawing to give the mind clear and distinct conceptions of form.

Drawing. Music. Penmanship. Gymnastics and military drill.

THIRD YEAR.

Latin. — 1. Forms and syntax. 2. Phædrus, and Justin's life of Alexander the Great. 3. Writing from dictation. 4. Vocab-

ulary and turning English into Latin (sentences like those of Justin). 5. Recitation.

English.—1. Reading aloud (1) some of Plutarch's lives of famous Greeks; (2) Two Years Before the Mast, by Richard H. Dana, Jr.; (3) Byron's and Longfellow's poems. 2. Recitation of poems selected from Byron and Longfellow. 3. Exercises in elocution, with special attention to developing the voice. 4. Spelling words in the lessons in reading, geography, and natural science. 5. Writing from dictation, with special attention to (1) punctuation, (2) abbreviations, and (3) syntax (solecisms illustrated and corrected).

French.—1. Forms and pronunciation. 2. At the outset, easy French translated into English, with help of teacher and dictionary (Contes des fées, par Perrault; or, Jean qui grogne, par Mme. de Séguir). 3. Vocabulary and turning English into French.

History.—(Reading lives of famous Greeks. [See "English."])

Geography, to end as early as March 31.—Physical, political and historical geography: (1) early condition of the inhabitants of the earth as to occupations and governments; (2) first step in civilization; (3) study of Greece, Italy, Spain and Portugal, Northern Africa and Islands of the Mediterranean.

Natural Sciences, to begin as early as April 1.—Botany: Gray's How Plants Grow. Reading of Gray's How Plants Behave.

Mathematics.—Written arithmetic: 1. Discount and present worth, and "problems" in interest. 2. Profit and loss. 3. Partnership and other simple applications of the principles of percentage. Mental arithmetic; parallel with the written. Geometry: Hill's First Lessons, supplemented by oral instruction. (Drawing lessons kept in view.)

Drawing. Music. Penmanship. Gymnastics and military drill.

FOURTH YEAR.

Latin.—1. Forms and syntax. 2. Nepos's life of Miltiades, Themistocles, Aristides, Alcibiades, Epaminondas, and Hannibal. 3. Translation of Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Nepos). 5. Recitation.

English. — 1. Reading aloud (1) some of Plutarch's lives of famous Romans; (2) De Foe's *Robinson Crusoe*; (3) Macaulay's *Lays of Ancient Rome*, Campbell's and J. R. Lowell's poems. 2. Recitation of Macaulay's "Lays," and of selections from Campbell's and J. R. Lowell's poems. 3. Exercises in elocution with special attention to improving the quality of the voice. 4. Spelling words in the lessons in reading, geography, natural science, and history. 5. (1) Punctuation (A. S. Hill's rules). (2) Writing abstracts of Plutarch's lives (abstracts to be criticised by the teacher and corrected by the pupil).

French. — 1. Forms, pronunciation, and syntax. 2. Translation into English (*Robinson Suisse*, par Wyss; or, *Batavia, par Conscience*). 3. Writing from dictation. 4. Vocabulary and turning English into French. 5. Recitation.

History. — History and geography of American Greece. (Reading lives of famous Romans. [See "English."])

Geography, to end as early as March 31. — (4) Study of France, Great Britain, Central and Northern Europe; (5) study of Russia and Russian possessions in Asia; Middle Asia, China, Japan, and India; (6) the Ottoman Empire — except the part in North Africa.

Natural Science, to begin as early as April 1. — Zoölogy; Morse's Zoölogy.

Mathematics. — Written arithmetic: 1. Ratio, simple and compound proportion (same examples worked by analysis). 2. Evolution. 3. Involution; square and cube root, with easy applications. Mental arithmetic; parallel with the written. Geometry: Lowell's *Science of Form* (first seventy pages or more).

Drawing. Music. Penmanship. Gymnastics and military drill.

FIFTH YEAR.

Latin. — 1. Forms, syntax and prosody. 2. Cæsar's Gallie War, I.-IV.; Ovid (2,000 lines). 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Cæsar). 5. Recitation.

English. — 1. Reading aloud (1) some of Plutarch lives of

famous Romans; (2) one of Scott's novels; (3) Gray's, Pope's, and Bryant's poems. 2. Recitation of poems selected from Gray, Pope, and Bryant. 3. Exercises in elocution, to secure natural and correct expression. 4. Spelling words in the lessons in reading, geography, natural science and history. 5. Writing abstracts of Plutarch's Lives (abstracts to be criticised and corrected).

French. — 1. Forms, pronunciation and syntax. 2. Voltaire's History of Charles XII. 3. Writing from dictation. 4. Vocabulary and turning English into French. 5. Recitation.

History. — History and geography of Ancient Rome. (Reading lives of famous Romans. [See "English."])

Geography, to end as early as March 31.— (7) Study of America (early settlements); (8) United States, and other countries of North America.

Natural Sciences, to begin as early as April 1.— Zoölogy; Morse's Zoölogy and Agassiz' Sea-side Studies (supplemented by oral instruction.)

Mathematics. — Arithmetic: Reviews and examples. Algebra: 1. Tower's intellectual. 2. Written algebra, begun. Geometry: Oral instruction aiming to develop the power of discovering truths and proving propositions. (No text-books allowed.)

Drawing. Gymnastics, and military drill.)

SIXTH YEAR.

Latin. — 1. Forms, syntax, and prosody. 2. Ovid (2,000 lines); Sallust's Catiline. 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Sallust). 5. Recitation.

Greek. — 1. Forms and syntax. 2. Translating into English easy Greek sentences, and part of the reader or of the Anabasis. 3. Vocabulary and turning English into Greek (sentences like those in the Reader or the Anabasis).

English. — 1. (1) Translating aloud Ovid and Sallust at the recitation in Latin; (2) reading through (but not aloud) a few speeches or orations of Webster and Fox, and reading from Prescott's and Irving's works; (3) also from Tennyson's and Wordsworth's poems. 2. Recitations of poems selected from Tennyson

and Wordsworth. 3. Speaking pieces from Webster's and Fox's speeches or orations, and reading aloud extracts from Prescott's and Irving's works. 4. Good translations from Latin, written out with care, and, if necessary, re-written after correction.

French.—1. Forms, pronunciation, and syntax. 2. Durny's history or a part of Guizot's history of France. 3. Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

History.—History of Germany and France, with a review of their geography. [See "French."]

Geography, to end as early as March 31.—(9) Study of South America, West Indies, etc.; (10) Africa, except Northern; (11) Australia and Pacific islands.—Reviews.

Natural Sciences, to begin as early as April 1.—Botany: Gray's School and Field-Book.

Mathematics.—Arithmetic: 1. Reviews and examples. 2. Duodecimals. 3. Circulating decimals. 4. Series (also in algebra). Algebra: Written algebra finished and reviewed. Geometry: The first nine chapters of Pierce's, or their equivalent in Chauvenet's.

Gymnastics and military drill.

SEVENTH YEAR.

Latin.—1. Forms, syntax, and prosody. 2. Virgil's *Aeneid* I.-VI. and Eclogues. 3. Latin at sight. 4. Vocabulary and turning English into Latin. 5. Recitation.

Greek.—1. Forms and syntax. 2. Translating a part of the reader or of the *Anabasis*. 3. Writing from dictation. 4. Vocabulary and turning English into Greek (sentences like those in the Reader or the *Anabasis*).

English.—1. (1) Translating aloud Virgil and Sainte-Beuve at the recitations in Latin and French; (2) reading through a few of Everett's and Pitt's speeches or orations, and reading from Addison's and Steele's essays; (3) selections from Milton, critically studied. 2. Recitation of selections from Milton. 3. Speaking pieces from Everett's and Pitt's speeches or orations, and reading aloud extracts from Addison's and Steele's essays. 4. Writi

translations from French and Latin, and writing compositions on subjects read about.

French. — 1. Forms, pronunciation, and syntax. 2. Selections from Sainte-Beuve. 3. Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

German. — 1. Grammar and exercises. 2. Translation. 3. Vocabulary and turning English into German.

History. — History of England, with a review of its geography.

Mathematics. — Arithmetic: 1. Reviews and more difficult examples. 2. Equation of payments. 3. Mensuration. Algebra: Reviews and examples; application of algebraic forms to arithmetic. Geometry: Plane geometry, finished and reviewed.

Gymnastics and military drill.

EIGHTH YEAR.

Latin. — 1. Forms and syntax. 2. Cicero (eight orations and Cato Major). 3. Latin at sight. 4. Vocabulary and turning English into Latin (sentences like those of Cicero). 5. Recitation.

Greek. — 1. Forms, syntax and prosody. 2. Translation of the Reader or of the Anabasis, completed. 3. Homer (Iliad I.-III.). 4. Translation of Greek at sight. 5. Vocabulary and turning English into Greek (sentences like those in the Reader or the Anabasis). 6. Recitation.

English. — 1. (1) Translating aloud from the Greek, Latin and French authors at the regular recitations; (2) reading through a few of Sumner's and Burke's speeches; (3) three plays of Shakespeare, carefully studied. 2. Recitation of selections from Shakespeare. 3. Speaking pieces from Sumner's and Burke's speeches. 4. Writing compositions.

French. — 1. Forms, pronunciation, and syntax. 2. Selections from Taine's English Literature. 3. Reading French at sight. 4. Vocabulary and turning English into French. 5. Recitation.

German. — 1. Translation. 2. Writing from dictation. 3. Vocabulary and turning English into German. 4. Recitation.

History. — 1. History of United States, with a review of its geography. 2. General review.

Mathematics. — 1. Logarithms and plane trigonometry; with examples in arithmetic, algebra and geometry, during the first half

of the year. 2. Mechanics, with examples applying arithmetic, algebra, geometry, and trigonometry, during the second half of the year.

Gymnastics and military drill.

N. B.—Two days of the week in the last half of the eighth year will be devoted to reviews and to practice on examination questions.

SUPPLEMENTARY STUDIES.

Latin.—1. Livy (two books); Horace's Odes and Epodes; Cicero de Amicitia and de Republica. 2. Latin at sight. 3. Turning English into Latin. 4. Recitation.

Greek.—1. Plato (Apology and Crito); Homer (Iliad IV.-VIII., or Odyssey IV. and IX. to XII.). Euripides (Alcestis). 2. Xenophon at sight. 3. Writing Greek. 4. Recitation.

English.—1. (1) Translating aloud from the Greek, Latin and French authors at the regular recitations; (2) translating a few of Cicero's *Philippics*; (3) the study of Shakespeare continued. 2. Recitations of selections from Shakespeare. 3. Speaking pieces from the translated *Philippics* of Cicero. 4. Writing compositions.

French.—Racine and Molière. 2. Reading French at sight. 3. Vocabulary and turning English into French. 4. Recitation.

German.—1. Translation. 2. Writing from dictation. 3. Vocabulary and turning English into German. 4. Recitation.

History.—General history: Studied by periods.

Natural Sciences. To begin as early as April 1.—Physics: 1. Selections from astronomy. 2. Motions of liquids and gases. 3. Advanced mechanics (*i. e.*, beyond last year's limit).

Mathematics.—1. Solid geometry. 2. Examples in navigation and surveying. 3. Plane and analytic geometry.

With regard to the second part of the order, by which we were instructed to consider the expediency of consolidating the Latin and the English High Schools under one head-master, the committee are

equally unanimous in opinion. The functions of the two schools are quite different. The Latin School, as we have shown, is essentially a preparatory school. It has always been regarded as such, and as such, in times past, it gained a high and well-deserved reputation as one of the first and most efficient institutions in America. No one will have the hardihood to maintain that such a school is not needed, or that, in the main, it has not nobly and honorably accomplished its mission, and proved itself to be a priceless blessing to this community.

The English High School, on the other hand, is essentially a finishing school. Its graduates, with comparatively few exceptions, enter directly upon the practical business of life; its function is to supplement and round off, so to speak, the more elementary education of the Primary and the Grammar Schools. It had its origin at Faneuil Hall, on the 15th of January, 1821, in a nearly unanimous vote of the "free-holders and other inhabitants of the town of Boston;" and since then its pride and its crowning glory has been to give to the young men of this city an education that shall fit them for eminence in their profession, whether mercantile or mechanical. This object it has accomplished, on the whole, remarkably well, as the long list of its graduates, many of them the most prominent men in all the practical walks of life in our midst, will abundantly testify. No one will pretend that such a school, founded to meet the educational wants of the people, is not needed now as much as it ever was in the past.

To consolidate these two great schools, whose

objects and traditions are so radically different, could not have the approval of the intelligent public opinion of this city, nor could it serve any good purpose. As a measure of economy it would certainly fail, since the cost of maintaining a consolidated school in anything like the requisite efficiency would be very nearly, if not quite, as great as that of maintaining the present separate organization of the two schools. To suppose that the distinct and independent objects of the schools could be better accomplished in a consolidated school is not only contrary to reason and to the well-established principles of educational economy, but to the experience of the most enlightened educational systems of Europe and of this country. The union system can be justified only on the ground of a want of means to maintain the separate system, now almost universally admitted to be the only true system. In a small town, where the means are limited and the number of pupils comparatively small, the union system may be a necessity. It has been repeatedly tried in Europe and abandoned as soon as the means of the community have enabled them to maintain something better.

In consolidating the two schools under one head the courses of study now pursued in separate organizations would either be united in one, in whole or in part, or they would still be pursued as separate and comparatively independent courses. The first proposition would clearly be wholly unphilosophical, considering the distinct and separate aims and objects of the two schools. The second would involve the necessity of appointing a competent head or principal

for each, with a superintendent or director of the whole establishment,—such a man as it would be extremely difficult to find. We all know how difficult it is to find a thoroughly competent principal entirely fitted for either of these great schools; but there are a score of men capable of filling either position honorably and well to one capable, in all respects, of assuming a position at the head of one combined institution. The best and ablest of men would naturally lean either towards the classical course, when the scientific course would be likely to suffer; or else towards the sciences, when the classical course would equally suffer.

It is to be considered, also, that the number of pupils in a High School ought never to exceed the limit at which the proper influence of the head-master over them, individually, ceases to be effective. A good man ought to impress himself strongly upon the whole school,—the more strongly the better. This personal influence will have very much to do with the formation of individual character, and is of the highest importance, intellectually and morally. It is plain enough that it will be diluted and weakened in proportion to the numbers in the school, and it is equally plain that the opportunities of exerting this influence in a public day-school cannot be compared with those enjoyed by a college president in this country, or by a head-master of a great public school in England.

The subject received the consideration of an able committee of the School Board in 1869, when Mr. Philbrick, the Superintendent of Public Schools, concluded his remarks before the committee by giving it

as his "opinion, which has been arrived at after as careful an examination of the whole subject as I am capable of making, that the consolidation of the schools under consideration would not prove a measure of true reform; that it would not be a step in the right direction; that it would be indeed a retrograde movement. The establishment of the English High School as a separate institution from the Latin School, with wholly different objects and aims, was a vast step of progress. Its wisdom has been fully justified, not only by the success of the school itself, but by the almost universal failure of the union system. To merge these schools, now, in one institution would, in my judgment, deprive the public-school system of the city of one of its most valuable features."

This report was accepted, and the course of studies adopted. The Latin school was organized in accordance with it at the beginning of the present school year in September.

The great drawback to this school and to the English High is the want of suitable accommodations. The building on Bedford street is wholly inadequate to the requirements of these two great schools, and neither can enter upon a period of growth which will ensure its highest prosperity and usefulness till new buildings are provided. The want of room is not the only source of anxiety to the committee. Numerous classes are colonized at considerable distances from the main building, necessitating great loss of time on the part of teachers and of pupils in going to and fro through crowded streets in school hours, while the

entrance to all the upper rooms for both schools is dark, dismal and dangerous. Neither the committee nor the School Board is responsible for this state of things. The wants of these great schools have been repeatedly urged upon the city government during the last twelve years, but without avail. Neither interest in educational matters, nor a decent pride for the honor and credit of the city, has offered a sufficient motive to induce the authorities to take active steps to remove this disgrace, and the schools will have to endure some years longer.

For the Committee,

CHARLES L. FLINT,

Chairman.

BOSTON, September, 1876.

R E P O R T

O F

COMMITTEE ON EVENING SCHOOLS.

1876.

REPORT
OR
COMMITTEE ON EVENING SCHOOLS.
1876.

The Committee on Evening Schools have great pleasure in reporting the favorable condition of the schools, with an excellent corps of instructors and harmony of feeling and action between teachers and scholars; good progress has been made.

The instruction as usual is with few exceptions individual, which necessarily requires a larger number of teachers than if the schools were classified.

A large number of those attending these schools belong to that class who are especially in need of school advantages, who have attended school only a few weeks during the year; and many of those over fifteen have never been connected with any school.

There is need of more persistent effort to secure the attendance of all the children of the city (who do not attend the day school), at least a portion of the year:

In these schools the teachers should particularly study carefully the mental peculiarities of each individual, otherwise the process of instruction may be wearisome to the teacher and the pupil, and exhausting to the patience of each.

The Evening High School, although showing no considerable gain over the previous year in the number of pupils in attendance, has fully maintained its excellent reputation.

In this school, by reason of a thorough system of classification, the average number of pupils to a teacher is much larger than is possible in the elementary schools. Instruction is given on the departmental plan, and the course of study is as shown upon the accompanying programme.

WARREN FLETCHER,

Chairman.

NAME OF APPLICANT.....

Programme of Studies at the Evening High School for the Session of 1875-6.

N. B.—Applicants are directed to select their studies from the following list, and to study carefully (1) and make themselves fully acquainted with the directions at the end.

Pupils belonging to this school are not allowed to open the desks in any room in the building for any purpose whatever.

STUDY.	HOUR.	DAYs.	TEACHER.	ROOM.
Elementary Book-keeping, Div. I. . (2)	7-8	Tues. and Thurs.,	Mr. Adams,	No. 9,
" " III. .	7-8	Mon., Wed., Fri.,	" Moriarty.	" 6.
" " III. .	8-9	" " "	" Owen.	" 4.
" " IV. .	8-9	" " "	" Adams.	" 9.
" " V. .	7-8	Tues. and Thurs.,	" Babson.	" 8.
" " VI. .	8-9	" " "	" "	" 8.
Advanced " (3)	7-8	" " "	" Owen.	" 4.
English Literature	7-8	Mon., Wed., Fri.,	" Babson.	" 8.
Elementary Arithmetic, Div. I. . (4)	7-8	" " "	" Adams.	" 9.
" " II. .	8-9	" " "	" Babson.	" 8.
" " III. .	8-9	Tues. and Thurs.,	" Moriarty.	" 6.
El. Grammar and Composition, Div. I.	7-8	Mon., Wed., Fri.,	" Dean.	" 11.
" " " II.	8-9	Tues. and Thurs.,	" "	" 11.
Adv. " " " .	8-9	Mon., Wed., Fri.,	" "	" 11.
Elementary French, Div. I. .	7-8	" " "	" Stetson.	" 3.
" " II. .	8-9	" " "	" "	" 3.
" Latin	7-8	Tues. and Thurs.,	" "	" 3.
Advanced Latin (Virgil and Cicero)	8-9	" " "	" "	" 3.
Penmanship, Div. I.	7-8	Mon., Wed., Fri.,	" Hutchinson.	" 5.
" " II. .	8-9	" " "	" "	" 5.
" " III. .	7-8	Tues. and Thurs.,	" "	" 5.
" " IV. .	8-9	" " "	" "	" 5.
" " V. .	7-8	Mon., Wed., Fri.,	" Knight.	" 1.
" " VI. .	8-9	" " "	" "	" 1.
" " VII. .	7-8	Tues. and Thurs.,	" "	" 1.
" " VIII. .	8-9	" " "	" "	" 1.
Elementary German, Div. I. .	7-8	Mon., Wed., Fri.,	" Jonsen.	" 12.
" " II. .	8-9	" " "	" "	" 12.
Advanced " (5)	7-8	Tues. and Thurs.,	" "	" 12.
" French (6)	8-9	" " "	" "	" 12.
Geometry	8-9	Mon., Wed., Fri.,	" Moriarty.	" 6.
Commercial Arithmetic	7-8	Tues. and Thurs.,	" "	" 6.
Elementary Algebra	8-9	" " "	" Adams.	" 9.
History	7-8	" " "	" Dean.	" 11.
Natural Philosophy	7-8	Mon., Wed., Fri.,	" Keene.	" 2.
Elocution, Div. I.	7-8	Tues. and Thurs.,	" "	" 2.
" " II. .	8-9	" " "	" "	" 2.
Spelling	8-9	Mon., Wed., Fri.,	" "	" 2.

(1) Applicants, in choosing their studies, will be careful to see that they do not conflict; for instance,—it would be impossible for a student to take both Geometry and Advanced Grammar, as both come from 8-9 on Monday, Wednesday and Friday.

Scholars are expected to be present only at the times of their recitations.

(2) The separation of the classes into divisions is for convenience of instruction simply, the course of study being the same for all the divisions of each class.

(3) Some acquaintance with book-keeping by double entry is necessary for entrance to this class.

(4) The Class will commence at Vulgar Fractions, and a thorough knowledge of the four fundamental operations is required for admission.

(5) A knowledge of the elements of German Grammar, and ability to translate easy German prose with the help of the dictionary, are requisite for admission to this class.

(6) A knowledge of the elements of French Grammar, and ability to translate simple French prose with the help of the dictionary are required.

Applicants are directed to preserve this paper and bring it with them when they come to join their classes. No one will be allowed to join his class without presenting this paper.

ANNUAL SCHOOL FESTIVAL.

1 8 7 6 .

ANNUAL SCHOOL FESTIVAL, 1876.

The Annual School Festival, in honor of the graduates of the Public Schools, was held in Music Hall, on the afternoon of Saturday, July 1st, under the direction of a committee of the School Board, appointed for the purpose, consisting of Messrs. Warren P. Adams, John G. Blake, William H. Finney, William T. Adams and John E. Blakemore.

Invitations were extended as usual to the City Council, the heads of departments, the School Committee, and the teachers of the Public Schools.

With a large representation from these bodies, there were present many parents of diploma scholars to witness the exercises in which their sons and daughters were to take part. The occasion was honored by the presence of His Honor the Mayor, several State officials, and other distinguished citizens. There was present also a French gentleman of high distinction, M. E. Levasseur, member of the Institute, and professor in the College de France, who is an earnest advocate of educational progress in his own country.

The decorations were elaborate and in excellent taste. The balconies were adorned with festoons of evergreen, and with pendant baskets of ivy, ferns and other decorative greens. From the lofty ceiling over the stage were suspended graceful festoons of evergreen, which served as a setting for a superb floral

basket which was hung in front of the centre of the organ. From each chandelier, which was dressed in ferns, was hung a floral basket. The whole front of the stage was profusely decorated with boxes and rustic stands, filled with ferns, flowers and tropical foliage plants. Altogether the decorations were highly creditable to the florist, Mr. Doogue, who furnished them.

The eighteen hundred bouquets destined for the graduates were ranged in three masses along the back part of the stage. On the left was a bank of bouquets from the establishment of Messrs. Dee and Doyle, and on the right another, furnished by Mr. Norton, while in the centre was a towering cone of bouquets supplied by Mr. Doogue.

The commencement of the first piece of music by the Germania Band was the signal for the pupils, who had been marshalled in the order of the schools in Bumstead hall and the corridors, to move to the places assigned them in the balconies. Four columns entered simultaneously at different doors, under the marshalship of L. M. Chase, Esq., master of the Dudley School, the graduates of each school being headed by the principal. The whole number of graduates present was 1,423, of whom 407 were from the High Schools, and 1,016 from the Grammar Schools.

ADDRESS BY THE CHAIRMAN.

The Chairman of the Committee of Arrangements, Warren P. Adams, Esq., opened the exercises by the following address: —

Ladies and Gentlemen, Graduates of our Public Schools,— We have assembled here to-day to do homage to you. The day and the hour are yours, and it is for us to remain mute and interested witnesses of your happiness, while you appropriate to yourselves the enjoyment you have so well earned.

Boston renews to-day, with increased pride and heartiness, the generous welcome she has so often extended to her children. What grander or lovelier sight anywhere greets the eye than this annual school festival, as it comes year after year with ever-recurring freshness and beauty? And it has for you more than a passing significance. While it is a suggestion rather than a proof of your success, it will recall to you, in the years to come, that in the grand but silent warfare against the allurements of ease and of selfishness you came off victors.

The discipline of mind, the enrichment of character, and the power of self-control, which the passing years have brought you, are no ordinary prize to win. Panoplied with these, you can, with firm and confident tread, step upon the shores of that new and untried future, whose limits, dim and undefined, stretch out before you.

You have reached a halting-place in your life-march, and, ere you gird yourselves for new duties and larger conflicts, it is well to lay aside the weapons of your toil and look back through the vista of years over the road you have traversed with such seeming care and labor. How pleasing the retrospect! How the kindly aid and sympathy of

teachers and friends have strengthened the heart and energized the soul!

Need I remind you of what lies beyond, and of the fortitude and rigor, the zeal and endurance, you must summon to your aid for future conquests? There are powers of the intellect to be developed whose unfolding has just begun. There are broad and tempting fields of literature which lie unexplored before you. There are flowers of perennial freshness and unchanging beauty for you to gather, of which the graceful tributes you receive to-day are but the faintest emblems. There are serene and beautiful heights of character, up which pure hearts and earnest lives alone can lead you, but where repose and peace abide.

But there are sturdy blows to be given in life's battles, and yours must be the arm to wield them. Yours must be the warm heart, the cunning brain, the willing hand, to help on the true and the right. Persevere, then, as you have begun, and accept our God-speed in your good work.

His Honor Mayor Cobb, then being introduced, addressed the pupils as follows:—

My Young Friends,—The Mayor of the city, in the discharge of his official duties, has many disagreeable things to do, and some troublesome people to meet and deal with. But, as an offset, he has the privilege of performing some duties which are pure pleasures, and of meeting many persons into whose faces it is a delight to look. One of these pleasures is permitted me to-day—that of meeting face to face the truly élite of the city's children and youth at the

close of the school year, and exchanging with them slight but expressive tokens of felicitation and goodwill.

The committees report that you have passed your examinations creditably, and have done yourselves and the city much honor.

I congratulate you on arriving at the day when you graduate at your several schools, either to go up higher, or to go forth to engage in the business of life.

To those of your number who are about to leave school, indeed to all of you, it is a matter of considerable interest that you come here to-day to be recognized as the graduates from the Grammar and High Schools of the City of Boston, on this centennial year of our national independence.

I wish you a pleasant vacation. Enjoy yourselves as much as you can, and seek health and strength in rest and recreation.

In parting from you, allow me the pleasure of presenting to you severally a little bunch of flowers, as a memorial of the occasion, and a slight token of my satisfaction in your well-doing, and of the interest I feel in your future welfare.

The flowers are really the gift of the city to her children, in whom her hopes and affections are so largely bound up. But I will venture to stretch my official prerogative a little, and, by a slight usurpation of privilege, ask you to accept them as a personal gift from myself. I do this because I shall always remember you as you appear before me here in mass, and many of you I shall be likely to remem-

ber personally; and at the same time I wish to be personally remembered by you as one who feels kindly towards you, and has tried to promote your welfare and happiness, and who has taken pride in the high character of the city schools which you have done so much, and I hope your best, to promote.

The pupils were then marched in single file across the platform, where the Mayor placed in the hand of each a handsome bouquet, and back to their places, to be served with a collation. After the collation the young folks, with all their honors blushing thick upon them, took the floor for a lively dance, while the Germanians discoursed inspiring strains of music. In the mean time the committee and invited guests repaired to Wesleyan Hall to enjoy a quiet social collation.

FRANKLIN MEDALS,

LAWRENCE PRIZES,

AND

DIPLOMAS OF GRADUATION.

F R A N K L I N M E D A L S .

1 8 7 6 .

L A T I N S C H O O L .

Charles S. Lane,
Philip R. Alger,
Arthur N. Milliken,
William S. Eaton,
Edward S. Hawes.

E N G L I S H H I G H S C H O O L .

Charles H. Brown,
Jacob M. Spitz,
George L. Gifford,
Asa P. French,
George A. Parsons,
Frederick W. Stuart,

Charles W. Millett,
Charles H. Bailey, Jr.,
John J. Moore,
Charles H. Falardo,
Frank N. B. Allen,
Peter F. Gartland,
William T. Miller,
Rufus A. Kingman,
Frederick R. Sweeney,
Henry L. Whiton,
John Albree, Jr.,
George A. Neily,
Walter I. Badger,
Augustus H. Rowe,
William H. White.

LAWRENCE PRIZES.

1876.

LATIN SCHOOL.

Declamation. — *First Prize.* — Daniel J. Shea. — *Second Prizes.* — Harvey N. Collison, Charles J. Cameron. — *Third Prizes.* — Edward L. Underwood, Edward S. Hawes.

Exemplary Conduct and Fidelity. — Philip R. Alger, John C. Munroe, Isaac L. Rogers, William Winslow, James McInnis, Thaddens W. Harris, George H. Nichols, Thomas T. Baldwin, William H. Langdon, Joseph F. Woods, J. H. Woods.

Exemplary Conduct and Punctuality. — Joseph A. W. Goodspeed, George A. Stewart, Henry B. Twombly, Edward L. Twombly, William A. Hayes, Harry E. Seaver, Horatio N. Glover, Benjamin P. Clark, Henry E. Fraser, William W. Fenn, Charles S. Lane, Hammond V. Hayes.

Excellence in the Classical Department. — Charles S. Lane, Harry E. Seaver, Benjamin P. Clark, James W. Bowen, George A. Stewart, Henry B. Twombly, William A. Hayes.

Excellence in Modern Department. — Charles S. Lane, Edward L. Twombly, Benjamin P. Clark, Thomas C. Batchelder, George A. Stewart, Henry B. Twombly, William A. Hayes.

PRIZES FOR SPECIAL SUBJECTS.

For a Latin Essay. (Second Prize.) — Edward S. Hawes.

For a Translation into Greek. — (Second Prize.) — Charles S. Lane.

For an English Essay "Aryan Migration." — (First Prize.) — Walter A. Smith.

For a Translation from French. — (First Prize.) — Harvey N. Collison.

For a Translation from Phœdrus. — (First Prize.) — Horatio N. Glover.

For a Translation from "Viri Romæ." — (First Prize.) — William A. Hayes.

For the Best Demonstration of a Proposed Geometrical Theorem. — (First Prize.) — James B. Field.

For the Best Specimen of Penmanship. — (Second Prize.) — Jacob C. Morse.

For the Best Specimens of Drawing. — (First Prizes.) — Walter A. Smith, Walter W. Morong.

ENGLISH HIGH SCHOOL.

DECLAMATION.—*First Prizes.*—William T. Miller, Samuel B. Doggett.—*Second Prizes.*—Asa P. French, John F. Sullivan.—*Third Prizes.*—John J. Moore, Homan E. Reed.

FOR ESSAYS.—*First Prize.*—James A. Fynes.—*Second Prizes.*—H. E. Reed, G. P. Dane.

SPECIAL.

FOR EXCELLENCE IN SCHOLARSHIP AND DEPORTMENT.—*First Class.*—(First Prizes.)—A. D. Coombs, E. H. Green, J. E. Fogarty, W. L. Underwood, F. J. Chaplin, Lawrence Mayo, W. A. Garratt, Peter Collamore.—(Second Prizes.)—F. L. Underwood, S. B. Doggett, James Dunbar, J. W. Keyes, J. J. Cahalan, Oscar Richardson.—*Second Class.*—(First Prizes.)—G. P. Dane, J. F. Eldridge, Jr., A. P. Smith, I. D. Spitz, L. Emerson, H. P. Furber, F. H. Briggs, C. A. Baker, W. J. Bicknell, I. M. Barnes, Jr., J. P. Shortell, H. Pope, T. A. Lambert, F. A. Carlton, H. S. White.—(Second Prizes.)—W. F. Wheeler, E. E. Williams, J. E. Curry, W. S. Murphy, J. A. Curley, J. Ayres, C. F. Morse.—*Third Class.*—(Second Prizes.)—C. R. Clapp, Charles Sandmann, Jr., A. N. Wahlberg, A. W. Watkins, H. F. Atwood, W. L. Gifford, Francis Draper, Jr., J. J. Conolly, F. B. Bemis, A. J. Colgan, A. H. Crompton, P. H. Sampson, F. N. Hartshorn, W. T. Mosher, C. A. French, H. H. Bowman, A. E. Frye, J. W. Shaw, A. W. Bliss.

DIPLOMAS OF GRADUATION.

1876.

NORMAL SCHOOL.

Julia L. Adams,
Martha H. Ames,
Mary E. Badlam,
Francis M. Bell,
Clara H. Booth,
Lucy M. Bosworth,
Annie E. Bryant,
Mary L. Caswell,
Jennie A. Cheney,
Claudine E. Cherrington,
Frances A. Cornish,
Rebecca Coulter,
Emma F. Crane,
Florence E. Dexter,
Mary E. Driscoll,
Anna M. Edmands,
May G. Esdon,
Julia A. Evans,
Emma J. Fossett,
Rosanna Follan,
Agnes Gordon,
Ida E. Halliday,
Hellen Harrington,
Susan B. Harris,
Katie Haushalter,
Jennie L. M. Hill,
Mary E. Hill,
Nellie A. Hoar,
Mary A. Howe,
Adelaide E. Ingraham,
Elma Kenney,
Susie Knott,

Lizzie B. Ladd,
Ella F. Lanning,
Minnie L. Lincoln,
Annie C. Littlefield,
Elizabeth McDonald,
Hannah L. McGlinehy,
Francis M. Merrill,
Mary Lizzie Morrissey,
Rebecca Morrison,
Helen L. Moulton,
Margaret E. Moynihan,
Maria L. Nelson,
Esther F. Nichols,
Elizabeth E. O'Connell,
Charlotte Ann Pike,
Josephine A. Powers,
Margarettte H. Price,
Jennie Reid,
Nellie L. Shaw,
Mary E. T. Shine,
Alice T. Smith,
Miriam B. Swett,
Nellie B. Tucker,
Hattie E. Turner,
Mary Carrie Turner,
Carrie L. Vose,
Mary E. Watson,
Annie J. Whelton,
Mary Ellen Wilder.

LATIN SCHOOL.

Philip Rounseville Alger,
Philip Townsend Buckley,

Louis Munroe Clark,
 Harvey Newton Collison,
 William Smith Eaton,
 James Brainerd Field,
 Edward Southworth Hawes,
 Phineas Camp Headley,
 Francis Marion Holden,
 Frank Winchell Jones,
 Charles Stoddard Lane,
 Charles Johnson Means,
 Arthur Norris Milliken,
 Warren Morse,
 George Alcott Phinney,
 Henry Wilson Savage,
 Daniel Joseph Shea,
 Walter Allen Smith,
 William Stanford Stevens.

ENGLISH HIGH SCHOOL.

A. A. Adams,	W. B. Ellis,
John Albree, Jr.,	Charles H. Falardo,
F. N. B. Allen,	B. F. Fenton,
L. W. Armstrong,	J. E. Fogarty,
Walter I. Badger,	A. P. French,
Chas. II. Bailey, Jr.,	J. A. Fynes,
F. F. Baldwin,	G. C. Garland,
H. M. Biekford,	W. A. Garratt,
H. K. Blair,	A. F. Garrett,
J. A. Bond,	P. F. Gartland,
Chas. II. Brown,	Fred Getchell,
H. M. Burton,	G. L. Gifford,
J. J. Cahalan,	Edward H. Green,
J. J. Callahan,	Chas. A. Grimmons,
F. J. Chaplin,	Chas. C. Guiteau,
A. A. Christian,	E. M. Hahn,
Peter Collamore,	D. J. Haley,
D. A. Collins,	F. A. Hall,
P. H. Conway,	H. S. Hall,
A. D. Coombs,	S. R. Hall,
H. N. Crane,	W. C. Haskell,
Wm. Cumston,	Geo. G. Hayes,
H. H. Cutler,	J. W. Heustis,
F. L. Davis,	J. M. Hobbs,
S. B. Doggett,	D. E. J. Horgan,
J. T. Douglas,	A. H. James,
James Dunbar,	F. L. Joy,
	Meyer Kaufman,
	J. W. Keyes,
	R. A. Kingman,
	N. W. T. Knott,
	J. H. Krey,
	F. H. Leonard, Jr.,
	J. J. Linehan,
	Charles F. Lovejoy,
	W. B. Luce,
	G. L. Magurne,
	Lawrence Mayo,
	A. H. McAloon,
	W. S. McLauthlin,
	Chas. E. Miley,
	Wm. T. Miller,
	Charles W. Millett,
	J. J. Moore,
	Fred F. Murphy,
	John Nason,
	G. A. Neily,

G. A. Parsons,
 W. F. Patten,
 W. F. Powers,
 J. T. Quinn,
 Oscar Richardson,
 Chas. W. Roberts,
 A. H. Rowe,
 H. L. Shurtleff,
 W. T. Simmons,
 J. M. Spitz,
 F. W. Stuart,
 F. R. Sweeny,
 T. C. Thacher,
 G. G. Topham,
 Wm. L. Underwood,
 Albert S. West,
 Henry L. Whiton,
 A. H. Thompson,
 Frank L. Underwood,
 W. A. Wallingford,
 Wm. H. White,
 Edmond A. Whittier.

GIRLS' HIGH SCHOOL.

Lillie Austin,
 Harriet Frances Averill,
 Eleanor Nickerson Baxter,
 Nellie May Bennett,
 Mercy Anna Birmingham,
 Cora Ann Blackwell,
 Dollie Annie Blodgett,
 Mary Davis Bond,
 Isabella Geraldine Bonnar,
 Harriet Adeline Burditt,
 Ida Maria Burton,
 Kate C. Capron,
 Hattie Marilla Chenery,
 Emma Susan Cobleigh,
 Florence Hamilton Cogswell,
 Grace Fisher Coolidge,
 Marion P. Crocker,
 Ellen Borden Crooker,
 Emma Adelaide Cudworth,
 Margaret Agnes Curran,
 Nellie Ware Cutting,
 Emma Loena Damon,

Alice Mabel Dickey,
 Florence Isabel Drake,
 Clara Cecilia Dunn,
 Annie Agnes Elizabeth Fagan,
 Ella Marion Fairbanks,
 Mary Abbie Farrington,
 Sarah Barnes Fisk,
 Mary Louisa Fitzgerald,
 Emily J. Floyd,
 Sarah Gray Fogarty,
 Ella Fuchs,
 Medora O. Fuller,
 Henrietta Gilchrist,
 Katharine Elizabeth Gillespie,
 Emma Ruth Gragg,
 Lizzie Linzee Gray,
 Carrie Gilman Greeley,
 Belle Gustin,
 Carrie Therese Hale,
 Kate Reese Hale,
 Mary Ella Harrington,
 Flora Adeline Hatch,
 Elizabeth Bowers Hedge,
 Catharine Alice Agnes Hennessey,
 Ada Harvey Hersey,
 Emma Florence Hôrton,
 Alice Putnam Howard,
 Lydia Adelle Howes,
 Lydia Alberta Hutchings,
 Ella Charlotte Hutchins,
 Ellen Foster James,
 Jessie Fremont Jennings,
 Florence Nightingale Johnstone,
 Mary Grace Jones,
 Emma Eliza Keeler,
 Sarah Frances Elizabeth Kennedy,
 Gertrude Eliza Kent,
 Fannie Louise Knight,
 Mary A. Kyle,
 Kittie Augustia Learned,
 Dora Maria Leonard,
 Florence May Lothrop,
 Hattie Mann,
 Susan Huntington Manning,
 Kate Mussey Mason,
 Emily Rebecca Maynard,
 Annie Isabella Merriss,

Alice Theresa Miller,
 Ella Wells Mitchell,
 Lizzie Anna Moody,
 Nannie Jones Morgan,
 Martha Medora Morrison,
 Mary Emma Morse,
 Martha Howard Munro,
 Susan Elizabeth Hunter Munroe,
 Marion Newell,
 Henrietta Nichols,
 Eliza Rosita Noyes,
 Mary Ellen O'Connor,
 Mary O'Neil,
 Elizabeth Palmer,
 Mary Palmer,
 Mary Amanda Palmer,
 Ellen Greenough Parker,
 Anna Russell Phelps,
 Sophronia Hinckley Phinney,
 Alice Jameson Pierce,
 Mary Elizabeth Pierce,
 Nellie Alexandrenia Pierce,
 Cora Frances Plummer,
 Laura Susanna Plummer,
 Mary E. Porter,
 Susan Virginia Putnam,
 Annie Joseph Regan,
 Almira Estelle Reid,
 Helen Cora Richardson,
 Ella Gertrude Riedell,
 Clara Elizabeth Roberts,
 Laura Stanley Russell,
 Harriet Ella Ryder,
 Grace Eliza Shaw,
 Helen Adelaide Shaw,
 Louise Clapp Sherman,
 Emma Francis Simmons,
 Nellie Hebard Smith,
 Theresa Stranss,
 Cornelia Melissa Sullivan,
 Alice Josephine Thayer,
 Cordelia Grace Torrey,
 Abbie Ella Tower,
 Carrie Frances Vinal,
 Lizzie Frances Wait,
 Mary Catharine Walsh,
 Fanny Esther Ward,

Martha Nellie Warren,
 Minnie Susan Warren,
 Sarah Everson Welch,
 Annie Grace Wells,
 Lydia Gillespie Wentworth,
 Julia Kendall Whipple,
 Ellen Marcia White,
 Alice M. Whitford,
 Jennie Williams Whiton,
 Fredelena Adelaide Wiggin,
 Carrie Eliza Willard,
 Alice Child Williams,
 Sara Wallis Wilson,
 Lizzie Josephine Woodward.

ROXBURY HIGH SCHOOL.

Boys.

Charles Smith Brock,
 Frank Norris Brown,
 Henry Edmund Cook,
 George Huntington Flint,
 Frank Charles Gemeiner,
 James Wilson Greenlaw,
 Samuel Tappan Harmon,
 Edward Joseph McCormick,
 William S. McGowan,
 George Henry Mulliken,
 John Henry Murphy,
 Frederic Huntington Putnam,
 Hermana Curtis Soule,
 Charles Sinclair Stone,
 Edward Michael Stanton,
 Henry Clarence Tanck,
 Josiah Edward Tappan,
 Henry Young Wiggin.

Girls.

Lottie Bassett Alden,
 Annie Eliza Aldrich,
 Emma Frances Bowen,
 Gertrude Amelia Burrell,
 Lucy Gay Morse Card,
 Mary Isabel Chamberlin,
 Eva Dudley,
 Sabina Egan,

Mary Hubbard,
 Alithea Maria Hutchins,
 Hannah Caroline Leavitt,
 Carrie Josephine Littlefield,
 Lizzie Delanie Lunt,
 Louise McGlew,
 Mary Murphy,
 Elizabeth Theobald Nason,
 Eva Maria Nay,
 Emily Josephine Stetson,
 Alice Gertrude Stockman,
 Martha Jane Thaxter,
 Lena Weiler,
 Emily Fidelia Wells,
 Mary Emma White.

DORCHESTER HIGH SCHOOL.

CLASSICAL COURSE.

Boys.

Charles Wesley Bradley.

FOURTH YEAR'S COURSE.

Girls.

Adelind Jones Callendar,
 Elizabeth Le Royd Cutter,
 Eva Clara Dix,
 Josie Alena Jones,
 Emma Louisa Smith,
 Mary Tucker,
 Abba Elizabeth Wall,
 Sarah Antoinette Whall.

THIRD YEAR'S COURSE.

Boys.

Wallace Harmon Butland,
 Edwin Dunbar Collins,
 Edward Collins,
 Sumner Clark Ferry,
 Harry Howard Gay,
 Charles Ellis Houghton,
 Harry Sullivan Kendall,
 Nathaniel Low Moore,
 Henry Phillips Oakman, Jr.,
 Theodore Parker,

Stephen Payson Perrin,
 Ebenezer Kendall Pratt,
 Walter Shepard Ufford.

Girls.

Ida Helen Adams,
 Fanny Elizabeth Bates Benedict,
 Alice Walker Dean,
 Edith Warren Everett,
 Eurilla Elizabeth Gurney,
 Elizabeth Atwood Lynch,
 Agnes Howard McKendry,
 Ida Amelia Porter,
 Agnes Reid,
 Mary Emma Ryder,
 Edith Frances Scudder,
 Ardelle Augusta Stearns,
 Georgianna Meserve Twombly,
 Grace Mann,
 Grace Wheeler.

CHARLESTOWN HIGH SCHOOL.

THREE YEARS' COURSE.

Boys.

George M. Allen,
 Sanford Bray,
 Harry E. Burbeck,
 Ernest L. Copeland,
 Willard E. Ferguson,
 George L. Gardiner,
 Charles N. Kidder,
 Frank W. Meserve,
 Frederick Plaisted,
 Charles H. Walker.

Girls.

Mary E. Corbett,
 Margaret A. Driscoll,
 Ida J. Garland,
 Ada F. Haynes,
 Katie Hewitt,
 Maggie J. Turnbull.

FOUR YEARS' COURSE.

Boys.

Harry A. Bolan,
 Charles J. Nesmith,

Edwin O. Upham,
George Sumner Wright.

Girls.

Anna J. Corbett,
Alice S. Daniels,
Caroline Doane,
Lizzie E. Folsom,
Martha J. Hunter,
Belle Otis Lancaster,
Carrie M. Lothrop,
Abbie C. McAuliffe,
Maria H. Mülle,
Alta Pease,
Carrie M. Small,
Annie M. Stone,
Fannie H. Summers,
Hattie L. Todd.

WEST ROXBURY HIGH
SCHOOL.

Boys.

Harwood Prescott Bigelow,
Albert C. Hagar,
Herbert B. Johnson,
Frank Ellis Smith.

Girls.

M. Josephine Brown,
M. Alberta Cox,
Julia Hamilton,
Louise M. Ordway,
Mary A. Shea.

BRIGHTON HIGH SCHOOL.

Boys.

Fred Atherton Cross,
Joseph Finotti Ready,
Thomas James Scollans.

Girls.

Lillie Flora Bickford,
Sarah Annie Mackin,
Maria T. Moody.

ADAMS SCHOOL.

Boys.

Elmer Hooker Allyne,
Moses William Brown,
George Joseph Bohling,
Thomas Bernard Cummings,
George Fitzpatrick,
Charles Adam Fisher,
George Elmer Fowle,
Rowland Jackson,
Charles Libbey Joy,
Sydney Granville Mahn,
Michael Francis McLaughlin,
Edward Joseph Nagle,
Harry Joseph Pearson,
Clarence Henry Pike,
Frank Woodbury Remick,
Joseph Remick,
William Dennis Shields,
Henry Joseph Wagenfeld,
Edwin Frank Webster.

Girls.

Margaret Jane Bailey,
Hattie Ella Collier,
Ellen Lavinia Curtis,
Emma Frances Daisley,
Edith Florence Fuller,
Sarah Jennie Gordon,
Fannie Rose Morris,
Margie Plummer,
Katie Louise Williamson.

ANDREW SCHOOL.

Francis B. Doherty,
William H. Fabian,
John S. Gustin,
Charles King,
William King,
George H. Lunt,
George A. Lyons,
Frank A. Murphy,
James A. Owens,
John A. Power,
Albert H. Tuttle.

BENNETT SCHOOL.

Boys.

Frank Burke,
George Edwin Brock,
Charles Edward Holman,
William Otis Hall,
Arthur Eugene Jackson,
William Sheehan,
Patrick Walsh.

Girls.

Alice Amelia Brewer,
Lena Harrington,
Cordelia Clark Sanderson,
Annie Maria Van Etten,
Alice Maria Walton.

BIGELOW SCHOOL.

Wm. A. Bragdon,
Richard P. Burke,
George R. Cavanagh,
Thomas H. Corbett,
Edwin P. Davenport,
Wm. B. Haynes,
Francis X. Hennessy,
Charles J. Hickey,
Edward C. Jones,
John F. Leary,
Albert Leffler,
Henry D. Lowell,
John J. Murphy,
Calvin M. Nichols,
John J. Nihill,
Henry J. O'Brien,
Daniel O'Hearn,
Wm. M. Pottle,
Frank Reagan,
Wm. J. Saunders,
Hayden M. Saben,
Wm. O. Wakefield,
Wm. H. H. Welch,
John V. Young.

BOWDITCH SCHOOL.

Margaret G. Calnin,
Annie M. Coughlan,

Annie M. Curran,
Mary F. Doyle,
Ellen E. Ford,
Margaret A. Keiley,
Sarah E. Loheed,
Margaret M. Murphy,
Mary E. E. Murray,
Catharine F. Neagle,
Elizabeth A. Noonan,
Ellen F. Ryan,
Catharine J. Sweeney.

BOWDOIN SCHOOL.

Portia H. Albee,
Isabel A. Barton,
Lizzie Bruce,
Minnie E. Burns,
Celia Cobe,
Mabel Daggett, ,
Isabella A. Day,
Maggie H. Flood,
Josie L. Ford,
Lottie A. Gibson,
Ida M. Greene,
Addie E. Hall,
Martha J. Healey,
Mary J. Johnson,
Ida F. Mann,
Mary E. Martin,
Grace V. McKirdy,
Alice M. Mills,
Mary L. Porter,
Lillie C. Ross,
Lizzie D. Sears,
Edith Shepherd,
Mary A. Sprague,
Helen M. Stowe,
Jennie P. Thompson,
Persis M. Warren,
Emily A. Williams.

BRIMMER SCHOOL.

Victor C. Alderson,
Herschel Bacharach,

Louis Baier,
 Edmund J. Barrett,
 Charles L. Braman,
 William B. Brooks,
 William M. Buffum,
 Charles W. Carter,
 Peter T. Connor,
 Frank D. Davis,
 Frederick J. Doyle,
 William Fishel,
 Edward W. Frye,
 Richard A. Guinsburg,
 Thomas F. Hutchinson,
 John H. Hutchinson,
 Jacob Karcher,
 Horace R. Kelly,
 Henry Kingman,
 Isaac Louis,
 William D. Merritt,
 Otto Müller,
 Charles D. Murphy,
 George S. Newell,
 Charles J. Noether,
 Frederic A. Reed,
 Louis E. Shoninger,
 Welpha L. Siomdehurst,
 William H. A. Watts,
 Levi J. Wiggin.

BUNKER HILL SCHOOL.

Boys.

Byron E. Baker,
 Arthur F. Boardman,
 William Burrows,
 Charles H. Cutting,
 John J. Driscoll,
 Walter S. Haynes,
 Arthur W. Hutchins,
 Daniel J. Hanigan,
 William H. S. Jarvis,
 Thomas C. King,
 George F. Noah,
 Thomas B. Price,
 Walter A. Pearce,
 Arthur E. Roberts,
 George L. Stone.

Girls.
 Millie J. Allen,
 Mary E. Bean,
 Marion I. Lee,
 Sarah A. O'Connell,
 Alice S. Russell,
 Sarah L. Spear.

CENTRAL SCHOOL.

Edwin F. Benson,
 John J. Fallon,
 Chas. F. A. Farnsworth,
 Herman A. Hetzer,
 Willis K. Hodgman,
 William H. Holmes,
 Patrick McCanley,
 John A. McKim,
 Benjamin W. Putnam,
 Edgar B. Sampson,
 Frank C. Wellington,
 Joseph A. Winkler.

CHAPMAN SCHOOL.

Boys.

Eugene H. Bailey,
 George F. Benner,
 George Buntin, Jr.,
 Albert H. Cowin,
 George J. Ferreira,
 George B. Frost,
 Samuel C. Gomez,
 Sterling Jones,
 Columbus Joy, Jr.,
 Edgar F. Keen,
 Michael McCarthy,
 William McKinnon,
 William J. McNeil,
 Joseph C. Roche, Jr.,
 Franklin M. Ryder,
 Hiram F. Stevens,
 Henry D. Stone,
 Frank W. Tucker.

Girls.

Lizzie B. Cotter,
 Carrie G. Coudrey,

Jennie L. Dunnels,
 Lavinia W. Fletcher,
 Kate A. Holmes,
 Lillie A. Kornegay,
 Ida M. Leslie,
 H. Emma Mansfield,
 Lizzie C. McKeown,
 Minnie L. McMichael,
 Phebe A. McQuarry,
 Martha H. Palmer,
 Lucia M. Rollins,
 Annie L. Ryder,
 Almira J. Synett,
 S. Emma Taylor,
 Annie J. Wehrle,
 Mary C. Wells.

COMINS SCHOOL.

Boys.

Thos. F. Cleary,
 James A. Crosby,
 William B. Hastings,
 William C. Jager,
 Charles S. Penner,
 Edward Schenreh.

Girls.

Agnes M. Buckley,
 Agnes E. Cairnes,
 Kate F. Cleary,
 Emily A. Crafts,
 Emma A. Colgan,
 Kate F. Dolan,
 Jennie A. Gillmore,
 Mary E. Kenney,
 Barbara L. Laviska,
 Mary A. Monohan,
 Mary E. Schell,
 Addie L. Stockwell,
 Hattie M. Ward,
 Edith M. C. Ward,
 Emma A. Yenick.

DEARBORN SCHOOL.

Boys.

William G. Burbeck,
 Henry C. Byrne,

Frederie W. Chapman,
 Edward A. Connor,
 Augustine A. Keenan,
 Walter A. Laufer,
 William S. Lloyd,
 James Mulvey,
 Hamilton D. Paine,
 Varnum S. Waugh.

Girls.

Mabel Aull,
 Gertrude P. Davis,
 Mary E. Ferguson,
 Leona A. Foster,
 Edith Kelley,
 Ariana E. Olevadou,
 Della G. Robinson,
 Fannie Scheidegger,
 Emma M. Schmidt,
 Elsie Woods.

DUDLEY (BOYS') SCHOOL.

Charles Elmer Alexander,
 William Henry Askenasy,
 William Bacon,
 James Elsworth Cole,
 Peter Frank Conway,
 Frank Warren Hastings,
 Alfred Batcheller Hubbard,
 Walter Lincoln Libbey,
 Edmund Francis McCarthy,
 Thaddens Frank Mulrey,
 Herbert Huntington Powers,
 Edward Joseph Scott,
 William Carpenter Woodward.

DUDLEY (GIRLS') SCHOOL.

Alice W. Backup,
 Minnie I. Barbour,
 Carrie E. Bigelow,
 Sarah E. Chapman,
 Florence H. Chapman,
 Catharine D. Cliffe,
 Lilian E. Downes,
 Louise Heidenreich,
 Blanche B. Howe,

Alice M. Johnson,
 Hedwig Koehler,
 Grace F. Leach,
 Mary E. McCarty,
 Mabel F. McGlynn,
 Catharine A. Mulrey,
 V. Colonna Murray,
 Carrie F. Watson,
 Jeanie P. White,
 Cora I. Witherell.

DWIGHT SCHOOL.

Stephen S. Bartlett,
 Dwight F. Boyden,
 John R. Campbell,
 George W. Carruth,
 H. G. Chase,
 Frank O. Cunningham,
 Alfred W. Cutting,
 Henry C. Everett,
 William A. Fisher,
 Chrissie H. Foster,
 Charles P. George,
 George B. Glidden,
 Michael J. Golden,
 Fred Gutterson,
 Charles C. Hearn,
 Edgar W. Heyer,
 Edward A. Hibbard,
 Fred R. Hunt,
 Theodore A. Ide,
 Bernard F. Lamb,
 Frank A. Lappen,
 Frank Z. Learned,
 Joseph J. Lucas,
 Walter L. Macomber,
 Eli Meinrath,
 J. Wells Morss,
 James J. Murphy,
 Arthur J. Putnam,
 John C. Robinson,
 Walter J. Rooney,
 Harry L. Soule,
 Frank R. Spaulding,
 Benj. W. Spence, Jr.,
 William L. Stubbs,

Edward H. Studley,
 Frank Tenney,
 William E. Wall,
 Frank J. Walsh,
 William Zittel.

ELIOT SCHOOL.

Michael W. H. Ahern,
 Thomas F. Baker,
 Richard M. Barry,
 Michael J. Collins,
 Joseph F. Corey,
 Cornelius J. Cotter,
 William J. Crowley,
 John J. Desmond,
 John M. Flaherty,
 George B. Glawson,
 John J. Harrington,
 Albert M. Jacobs,
 Owen F. Keating,
 Timothy J. Kerrigan,
 Daniel Lowrey,
 Edward J. Lynch,
 James T. Murray,
 Augustus L. Perry,
 George T. Shannon,
 Hugh Timmins,
 James J. Walkins.

EVERETT SCHOOL.

Mary Bannon,
 Grace Blanchard,
 Hattie Maria Blodgett,
 Alice Cynthia Brigham,
 Ella French Brown,
 Addie Beaumont Camp,
 Florence Gertrude Cobb,
 Grace Lilian Curtis,
 Carrie Brewer Danforth,
 Belle Hall Dewey,
 Jessie Rouel Driggs,
 Martha Eustis,
 Katie Josephine Glancy,
 Grace Evelyn Gott,
 Alice Elizabeth Greaves,

Mary Louise Greaves,
 Mary Lyman Gutterson,
 Anna Winslow Hall,
 Katy Veronica Hearn,
 Jennie Maria Hinds,
 Jennie Caroline Houghton,
 Margaret Theresa Hurley,
 Annie Lizzie Kelley,
 Leila Echeveria Lawrie,
 Alice Graupner Loring,
 Katy May Lothrop,
 Susie Langdon Marsh,
 Theresa Agatha Masterson,
 Cornelia Walter McCleary,
 Caroline Frances Morey,
 Annie Cleveland Murdock,
 Grace Julia Newell,
 Julia Anna Pearson,
 Alice Ranney,
 Sarah Ellen Rich,
 Katharine Hamer Shute,
 Minnie Fisher Stanwood,
 Mary Elizabeth Stuart,
 Mary Lindall Tarr,
 Mary Ann Taylor,
 Mary Oliver Wade,
 Frances Mary Walker,
 Mary Lavinia Wiggin.

DORCHESTER-EVERETT
 SCHOOL.

Boys.

Robert J. Dolah,
 Timothy Driscoll,
 Charles H. Eddy,
 George E. Hill,
 Walter S. Hill,
 Frank F. Ordway,
 Charles F. Riley,
 George C. Thacher,
 Frank H. Wheelock.

Girls.

Fannie F. Fraser,
 Etta S. Gray,
 Alice M. Hersey,

Hattie O. Hill,
 Clara D. Macy,
 Annie M. Peterson,
 S. Etta Veazie.

FLORENCE SCHOOL.

Boys.

William B. Merrill,
 Robert J. Tabraham,
 John H. Weld.

Girls.

Catharine H. Blood,
 Mary Grant,
 Catharine F. McGonigle,
 Emma B. Morse,
 Alice C. Merrill,
 Edner P. Marshall,
 Elizabeth F. Weld,
 J. Wilhelmina Wilkins.

FRANKLIN SCHOOL.

Geneire Annand,
 Florence Alexander,
 Velma Briggs,
 Jennie B. Brown,
 Gertrude E. Brown,
 Katie F. Burke,
 Emma Channell,
 M. Addie Cobleigh,
 Anna C. Coleman,
 Clara L. Drisko,
 Alice I. Eastman,
 Mabel I. Emerson,
 Emma G. Gilmore,
 Julia E. Gookin,
 Laura B. Gould,
 Carrie E. Horton,
 Lizzie F. Howard,
 Mabel G. Johnson,
 Augusta I. Johnson,
 Emma E. Lawrence,
 Mary D. Maxwell,
 Mary T. McBarron,
 Frances A. McCance,

Sadie E. Metcalf,
 Gertrude E. Moore,
 Mattie Moore,
 Jennie A. Morse,
 Emma G. Mullen,
 Jennie E. Page,
 Jennie M. Plummer,
 Lucy C. Prendergast,
 Hattie M. Roundy,
 Nellie F. Rowe,
 Antoinette Schlegel,
 Clarissa F. Seavers,
 Carrie M. Snow,
 Belle M. Thompson,
 Annie M. Toohey,
 Mary E. Wyman.

GASTON SCHOOL.

Mary E. Alden,
 Mary B. Barry,
 Carrie M. Beckler,
 Mabel Bisbee,
 Annie Britt,
 Jennie Christian,
 Nellie E. Chubbuck,
 Gertrude R. Clark,
 Mary F. Cook,
 Maggie T. Daley,
 Mary L. Field,
 Alice E. Guild,
 Mabel I. Henderson,
 Amanda H. Kennedy,
 Minnie L. Locke,
 Ella M. Lovering,
 Nellie T. McGlinchy,
 M. Alice Metcalf,
 Nannie T. Morrison,
 Jennie F. Neily,
 Ada L. Noyes,
 Alice A. Page,
 Della G. Putnam,
 Mary E. Richards,
 Laura E. Small,
 Lizzie Smith,
 Alice L. Sprague,

Fannie A. Wood,
 Mary E. Morris.

GIBSON SCHOOL.

Boys.

II. Winslow Davenport,
 Thomas J. Dillon,
 Willard H. Fobes,
 Daniel Mahoney,
 Patrick Turley,
 Francis W. Wardner,
 Elmer E. Woods.

Girls.

Margaret E. Dillon,
 Annie L. Dorr,
 Mary L. Fobes,
 Mary Shurtleff,
 Amanda R. Wood.

HANCOCK SCHOOL.

Eliza J. Bryan,
 Mary E. Clemens,
 Mary A. Collins,
 Elizabeth C. Harding,
 Lucy M. A. Moore.

HARRIS SCHOOL.

Boys.

Arthur E. Atwood,
 John H. Bailey,
 Charles F. Hildreth,
 William T. Mann,
 William Shallenbaek,
 Frederic A. Vinal,
 James Wood.

Girls.

Alice T. Clark,
 Georgietta Emerson,
 Susie C. Hosmer,
 Bertha R. Lewis,
 Marion K. Lewis,
 Mary R. Ordway.

CHARLESTOWN-HARVARD
SCHOOL.*Boys.*

Cornelius Crowley,
 Michael Joseph Hickey,
 Charles Frederick Jaquith,
 Michael James McCarthy,
 George Elmer Rogers,
 Joseph Henry Regan,
 Geo. McKenzie Richardson,
 Charles Edward Shackford,
 Joseph Smith,
 Arthur Wilson Savage.

Girls.

Ellen Maria Ayres,
 Caroline Boles Morse,
 Matilda Atkins Paine.

BRIGHTON-HARVARD SCHOOL.

Annie M. Dupee,
 Nellie M. Rice,
 Ida L. Wilkins.

HILLSIDE SCHOOL.

Margaret Barton,
 Anna Brennan,
 Maria Kingsley Chadwick,
 Susie Bradshaw Craig,
 Helen Josephine Gately,
 Louise Camelia Gooch,
 Mary Emma Handy,
 Edith May Hodgman,
 Mary Hall Kimball,
 Caroline Lawrence Matthews,
 Hermine Nolte,
 Carrie Luther Perkins.

LAWRENCE SCHOOL.

William H. J. Crudden,
 Thomas H. Cochran,
 Edward A. Curtin,
 Edward J. Colbert,

Edward G. Donegan,
 Thomas M. Dowsley,
 John H. Flynn,
 Cornelius A. Foran,
 Patrick H. Galway,
 Frank J. Havlin,
 James A. Hearn,
 Henry A. Horgan,
 William G. Irwin,
 Thomas J. Kelley,
 Francis M. Leneham,
 Joseph F. Lynch,
 James L. McCabe,
 John H. McCloud,
 James R. McDermott,
 James McKeenen,
 Patrick S. McDonough,
 Thomas V. Ryan,
 James H. Sullivan,
 William S. Thornton,
 Stephen F. Toole,
 Thomas J. Toole,
 Andrew A. Wilkinson.

LEWIS SCHOOL.

Boys.

Winthrop Alexander,
 John Herman Bath,
 Henry Francis Barrett,
 Nathan Conant Dow,
 George W. Frothingham,
 Oliver Ditson Greene,
 Thomas John Gunning,
 Franklin Noyes Hodgdon;
 David Fay Laws,
 Harry Curtis Lunt,
 John Ingalls Munroe,
 William Henry Partridge,
 John Henry Peak, Jr.,
 William Stanton Rumrill,
 Alexander Benj. Sutherland,
 Frederic Augustus Whitney,
 Geo. Bowen Williams,
 Roland Worthington, Jr.,
 Harry Haskell Wyman.

Girls.

Sybil Bacon Aldrich,
 Edith Austin,
 Anna Florence Bayley,
 Annie Lane Burr,
 Nellie Gilmore Clark,
 Nellie Gertrude Emery,
 Hattie Elizabeth Friel,
 Annie Amelia Gill,
 Alice Belle Greene,
 Alice Holmes Harlow,
 Almira Emily Hart,
 Clara Isabel Iluse,
 Katie Josephine Kearns,
 Fannie Florence Leet,
 Caroline Celestia Morgan,
 Laura Raymond Reed,
 Ellen Hobart Thacher,
 Jannette Wales,
 Laura Augusta Wilson,
 Ella Annette Johnson,
 Annie Catharine Murray.

LINCOLN SCHOOL.

Michael F. Cadegan,
 Hiram W. Cherrington,
 William E. Clark,
 William J. Dee, Jr.
 Edward N. Flaherty,
 Matthew Flaherty,
 Joseph L. Foley,
 Thomas J. Giblin,
 Frank A. Graves,
 Charles E. Herendeen,
 Nelson J. Innes,
 Lawrence J. Johnson,
 John Kennaly,
 Elmer B. LaForme,
 Leo R. Lewis,
 Charles S. Maynard,
 Freeman McKenzie,
 Henry P. Nash,
 Samuel D. Prince,
 Alfred E. Sloane,
 Edgar F. Stevens,
 Richard Whight,

Walter Whittredge,
 Fred M. Wood.

LOWELL SCHOOL.

Boys.

Frederic L. Houghton,
 William A. Lingham,
 Edward W. Pattee,
 George F. Sadler,
 Frank H. Scammon,
 William R. Spenceley,
 Charles P. Albrecht.

Girls.

Clara L. Borland,
 Harriet J. Bigelow,
 Josie P. Coffin,
 Annie F. Day,
 Pauline A. Duard,
 Lillian F. Holmes,
 Mary J. McCormick,
 Effie F. Marden,
 Katie J. Owens,
 Annie M. Rider,
 Annie M. Rogers,
 Katy A. Tierney,
 Annie L. Weeks.

LYMAN SCHOOL.

Boys.

Arthur G. Coombs,
 Louis W. Constantinides,
 Daniel F. Harrigan,
 Frank C. Heney,
 John F. Kiley,
 Ira M. Mosher,
 George M. Perkins,
 Edwin N. Ray,
 Charles F. Simmons.

Girls.

Estella Anderson,
 Mary E. Bartley,
 Mary E. Davidson,

Lenora A. Gould,
 Elizabeth J. Hamlin,
 Mary A. Hevey,
 Carrie A. Keith,
 Josephine A. Monahan,
 Emma A. Ordway,
 Hannah L. R. Sherman,
 Eunice A. Ward.

MATHER SCHOOL.

Boys.

George Albert Hall,
 James Edward Robinson,
 Edward Eugene Clextion.

Girl.

Mary Josephine Murphy.

MAYHEW SCHOOL.

James Cahlane,
 Francis A. Carr,
 John A. Doherty,
 Richard R. Doherty,
 Isidore Freedman,
 Edward W. Hamilton,
 Frederick O. Harriman,
 Fred Haskell,
 Dennis W. Hurley,
 Patrick I. Lucas,
 James C. McCaffrey,
 Daniel F. McDonnell,
 John L. Morgan,
 Charles A. Peterson,
 Peter J. Riley.

MINOT SCHOOL.

Boys.

Wilbur James Butland,
 Walter Whitman Conant,
 Henry Herbert Eldredge,
 Wm. Herbert Hayward,
 James Morton Hannum,
 Joseph Francis Marshall.

Girls.

Julia Ann Baxter,
 Bertha Victoria Muzzy,
 Alice Matilda Murphy,
 Alice Howard Packard,
 Marian Grey Starbird.

MOUNT VERNON SCHOOL.

Boys.

William P. Bowman,
 Augustus E. Dennett,
 George K. Dennett,
 Malachi Donlon,
 John Rafferty,
 William C. Richards,
 Ernest H. Smith.

Girl.

S. Abbie Stone.

NORCROSS SCHOOL.

Mary Janet Buckley,
 Margaret Ann Buckley,
 Annie Elizabeth Corcoran,
 Julia Gertrude Curry,
 Agnes Eveline Duncan,
 Maria K. B. Dukelow,
 Margaret Agnes Flahay,
 Joanna Louisa Foote,
 Emily Louisa Gibson,
 Addie Florence Gault,
 Annie Maria Griffin,
 Amelia Magdalena Hanley,
 Mary Isabella Hayes,
 Sarah Frances Holland,
 Mary Loretta Kelliher,
 Emma Blanche Maloney,
 Mary Collette McDonald,
 Hannah Aloysius McLaughlin,
 Catherine Ann McCarthy,
 Jane Francis O'Neill,
 Elizabeth Louise O'Neill,
 Annie Frances Rogers,
 Minnie Elizabeth Sampson,

Katharine A. Sullivan,
Theresa Franees Sullivan,
Mary Ellen Welch.

PHILLIPS SCHOOL.

Arthur C. Badger,
James A. Barker, Jr.,
William H. Bond,
Charles H. Farnham,
Harry A. Ford,
Herbert M. Ford,
Richard H. McCombe,
John M. Mullowney,
Charles W. Parker, Jr.,
William J. Ross,
Charles E. F. Safford,
Winfield S. Smith,
Dennis J. Sullivan,
James A. Swan,
Joseph Waterhouse.

PRESCOTT SCHOOL.

Boys.

Andrew W. Bond,
Fred W. Bourne,
Charles Callahan,
Albert E. Corthell,
James N. Garratt,
Charles N. Hamblin,
Charles F. Johnson,
James H. Kenney,
Patrick H. Lane,
John E. McLaughlin,
Douglass Moreland,
William O'Donnell,
Reuben Peterson,
John M. Porter,
Edward F. Rice,
Almon L. Richardson,
Franklin Russell,
Arlbery N. Shute,
Elmer B. Smith,
George A. Verge.

Girls.

Ruth H. Adams,
Eliza J. Anderson,
Lizzie E. Andrews,
Fannie M. Baker,
Mabel J. Fewor,
Annie L. Gove,
Lillian T. Gribbon,
Mary A. Jantzen,
Nellie Parsons.

CHARLESTOWN-PRESCOTT
SCHOOL.*Boys.*

James Herbert Emery,
James Lewis Faunce,
George Ellsworth Gardner,
Edgar Forsyth Hanscom,
Henry Franklin Johnson,
Charles Wesley Lee,
Daniel Joseph O'Connor,
Lawrence Grenville Ripley,
William Arthur Snow,
William Harmond Varrill.

Girls.

Nellie Jane Breed,
Laura Emma Fall,
Winnie Delle Harrison,
Jennie Morrison Jerauld,
Annie Foster Littlefield,
Mary Elizabeth Mailman,
Maggie Isabel O'Neil,
Carrie Adele Pease,
Fannie Louise Waterhouse.

QUINCY SCHOOL.

Albert Barlon,
Edward Aloysius Casey,
James Matthew Conboye,
Jeremiah Andrew Courtney,
Thomas Francis Devine,
Jeremiah Patrick Foley,
John Joseph Howard,
Ernest Hyland,

John Joseph Harrington,
 John Stephen Kelliher,
 John Joseph Manning,
 Joseph John May,
 Thomas Francis McAuliffe,
 Frank O'Connor,
 Thomas Owens,
 William Fred Ryan,
 William Michael Seanlan,
 Charles Streeker,
 Maurice Joseph Sullivan,
 Peter Joseph Welton.

RICE SCHOOL.

Addison L. Aldrich,
 Harry T. Allen,
 Horace D. Arnold,
 William H. Baldwin,
 Dwight Braman,
 Grenville D. Bratman,
 William A. Briggs,
 Albert Cummings,
 Charles W. Danver,
 Harry S. Draper,
 Charles B. Frost,
 Charles B. Douglass,
 William Frost,
 William H. Fogg,
 Francis B. W. Folsom,
 Noah L. Fowler,
 George G. Goodrich,
 Willie T. Hall,
 Richard J. Hayes,
 William G. Henry,
 Brent E. Johnston,
 George K. Kendall,
 Charles H. Leach,
 Charles U. Mayo,
 Gardner E. Murphy,
 George B. Nicholson,
 George S. Perry,
 Charles A. Polley,
 Walter B. Pope,
 Jerome Z. Smith,
 Herbert Stebbins,

Frank B. Weeks,
 Elmer G. Whitney,
 Arthur B. Whiting,
 Thomas Wilbor,
 Harry C. Young,
 David F. Zerrahn.

SHERWIN SCHOOL.

Boys.

Samuel W. Berry,
 William C. Campbell,
 Owen F. Finnian,
 Eugene Guyot,
 Thomas W. Havey,
 William H. Kenah,
 John W. Laming,
 James W. McConnell,
 Thomas J. Mahan,
 John F. M. O'Neil,
 John E. Thompson,
 Robert Weiner,
 Henry F. Welch,
 Seth V. White,

Girls.

Lilla E. Bennett,
 Nellie L. Corbett,
 Josephine L. Gallagher,
 Mary M. Hanscom,
 Elizabeth Mitchell,
 Mary E. Maguire,
 Katie E. Riley,
 Emma A. Russ,
 Hannah Sterne,
 Minnie J. Smith,
 Maggie C. Sheehan,
 Honora Wolfson.

SHURTLEFF SCHOOL.

Maria L. Ames,
 Katie L. Barrett,
 Katie F. Benton,
 Cora L. Bicknell,
 Edith M. Bradford,
 Grace E. Cross,

Nellie F. Doherty,
 Annie Dunn,
 Hattie M. Fairfield,
 Emma E. French,
 Violetta Gustin,
 Louise G. Hicks,
 L. Estelle Hill,
 Edith K. Hodsdon,
 Georgie V. Johnston,
 Daphne Kalopothakes,
 Lizzie A. Kimball,
 Eugenie M. LeFevre,
 Susie A. Mayo,
 Jennie E. Mayo,
 Genevieve Moffette,
 Emelie L. Palmer,
 Abbie D. N. Parker,
 Maggie J. Parker,
 Anna M. Roys,
 Galla E. Shea,
 Nellie S. Tarbell,
 Clara J. Tobin,
 Maria L. Tyler.

STOUGHTON SCHOOL.

Boys.

Bernard McGovern,
 Robert Franklin Murray,
 Henry Arnold Pope,
 Albert De Lancee Porter.

Girls.

Lizzie Clapp Esty,
 Mary Agnes Hart,
 Emma Eliza Littlefield,
 Annie Swan Pierce,
 Harriet Jane Plummer,
 Carrie Meta Watson.

TILESTON SCHOOL.

Boys.

Levi Parker Knox,
 Edward Francis McIntosh.

WARREN SCHOOL.

Boys.

Norman Y. Brintnall,
 George S. Bellows,
 Albert H. Burbank,
 Charles F. Chase,
 Frederic L. Conihe,
 Leonard C. Dunnells,
 Frank N. Dunnells,
 Harry E. Faunce,
 Frank A. Heath,
 Edwin McGill,
 Charles E. Sheafe,
 George A. Toppan,
 James A. Welch,
 William A. Winslow.

Girls.

Ada E. Bolster,
 Carrie J. Durkee,
 Nellie M. Dunklee,
 Jennie F. Dadmun,
 Dora K. Hall,
 Sarah O. Hall,
 Mary F. Higgins,
 Martha R. Mann,
 Helen L. Merriam,
 Ida T. Mülle,
 Carrie S. Page,
 Agnes G. Power,
 Abbie F. Ramsay,
 Florence A. Stacey,
 Annie E. Smith,
 Ella L. Waldron,
 Miriam F. Witherspoon,
 Carrie E. Wright.

WELLS SCHOOL.

A. Amsden,
 J. E. Bickford,
 A. G. Burns,
 N. J. Byrnes,
 A. C. Clarke,
 M. E. Crowley,

E. J. Donnelly,
 N. E. Donovan,
 H. F. W. Hill,
 S. L. Irving,
 M. C. Jarvis,
 I. M. Jenks,
 E. LeB. Kettelle,
 I. Kingberg,
 M. A. Pearson,
 E. A. Putnam,
 A. M. Scott,
 S. A. Turner,
 N. E. Weston,
 M. L. Wolfe.

Martha R. Palmer,
 Nellie G. Peaslee,
 Isabel H. Ricker,
 Mary C. Sears,
 Margarette E. Shaw,
 Jennie E. Smith,
 Helen M. Stevens,
 Ezza M. Tucker,
 Jeannette W. Tufts,
 Phillipena Zenner,
 Annie B. Heustis,
 Jennie C. Newcomb.

CHARLESTOWN WINTHROP
 SCHOOL.

WINTHROP SCHOOL.

Boys.

Annie S. Adams,
 Emma H. Adler,
 Lillian L. Anson,
 Emily L. Clarke,
 Sara J. Conboye,
 Ida A. V. Dubuc,
 Eliza H. Endicott,
 Mary E. Fee,
 Annie L. Fitzgerald,
 Ellen M. Holden,
 Susan O. Lane,
 Edwina G. Libby,
 Kittie F. Lyons,
 Carrie I. McDonald,
 Mary A. Murphy,
 Mary K. Murphy,
 Eleanor Noonan,
 Annie M. Olsson,
 Emma T. C. Olsson,

Pierce Anderson,
 Martin S. Carney,
 Stephen J. Collins,
 Frank W. Doughty,
 William A. Finney,
 Arthur W. Hatch,
 David H. Lawrence,
 Eugene C. Murdock,
 John H. Stone.

Girls.

Mary A. Christy,
 Janet Clark,
 Maria A. Cronin,
 Nellie A. Cummins,
 Julia A. Dwyer,
 Mary E. Ferguson,
 Ella F. Hobbs,
 Abbie M. Kimball,
 Ada Lane.

CATALOGUE

OF THE

BOSTON NORMAL SCHOOL

FOR THE YEAR

1876.

COMMITTEE ON THE NORMAL SCHOOL.

CHARLES HUTCHINS, *Chairman.*

WM. B. MERRILL, *Secretary.*

WM. H. LEARNARD, Jr.

ABBY W. MAY.

GEORGE A. THAYER.

BOSTON NORMAL SCHOOL.

TEACHERS.

Head-Master.

LARKIN DUNTON.

First Assistant.

JENNY H. STICKNEY.

Assistant.

FLORENCE W. STETSON.

Teacher of Drawing.

WALTER SMITH.

Teachers of Music.

JULIUS EICHBERG.

J. B. SHARLAND.

H. E. HOLT.

L. W. MASON.

Teacher of Elocution.

MOSES T. BROWN.

RICE TRAINING SCHOOL.

Principal.

LUCIUS A. WHELOCK.

Sub-Master.

EDWARD SOUTHWORTH.

Usher.

CHARLES F. KIMBALL.

First Assistant.

MARTHA E. PRITCHARD.

Assistants in Grammar Department.

ELSIE J. PARKER.

FLORENCE MARSHALL.

E. MARIA SIMONDS.

ELLA T. GOULD.

J. ANNIE BENSE.

ELIZA COX.

DORA BROWN.

MARTHA J. PORTER.

ELLEN M. BARBOUR.

ELIZABETH M. BURNHAM.

Assistants in Primary Department.

ELLA F. WYMAN.

GRACE HOOPER.

SARAH E. BOWERS.

FLORENCE M. PROCTOR.

ELLEN F. BEACH.

ANNA B. BADLAM.

EMMA L. WYMAN.

BOSTON NORMAL SCHOOL.

REGULATIONS ADOPTED BY THE SCHOOL BOARD.

SECTION 1. The Boston Normal School is established for the purpose of furnishing an opportunity for such young women as wish to become teachers to receive a thorough course of distinct professional instruction, and to fit themselves for teachers in the public schools in Boston.

SECT. 2. The teachers shall be a head-master, who shall be a graduate of a college in good standing, a first assistant, and as many other assistants as may be found necessary, provided the number of instructors besides the head-master shall not exceed one for every thirty pupils. Special instruction in Music and Drawing shall be given in this school, under the direction of the committees on these departments.

SECT. 3. Candidates for admission must signify in writing their intention to become teachers. A diploma of graduation from either of the Boston High Schools shall be considered evidence of qualification for admission. Candidates not graduates of the Boston High Schools must pass a satisfactory examination in the ordinary High School studies, and must present evidence of good moral character. No candidate shall be admitted to this school who is not at least

seventeen years of age, except by special vote of the committee in charge.

SECT. 4. The Board of Supervisors, in connection with the head-master, shall, from time to time, examine the pupils in the Normal School, and near the close of the school year recommend for graduation those whom they shall deem qualified; and the committee in charge shall grant diplomas to such of those thus recommended as shall have satisfactorily completed the course of study.

SECT. 5. A diploma of graduation from the Normal School, issued after the year 1872, shall entitle the holder to receive a fourth-grade certificate of qualification.

SECT. 6. The text-books used in this school shall be such of the text-books used in the other public schools of the city as are needed for the course of study, and such others as shall be authorized by the Board.

SECT. 7. Any graduate of this school shall have the preference where teachers are to be employed in the public schools, other things being equal; and such graduate, who is also a graduate of a public High School of this city, when so employed, shall receive the same salary for her first and subsequent years of service that others receive for the second and subsequent years.

SECT. 8. This school shall begin the second Monday in September; and shall close on such day of the week preceding the Fourth of July, and with such exercises, as the committee of the school may direct.

SECT. 9. A catalogue of the Normal School shall

be prepared annually, under the direction of the committee in charge, and sent to the members of the School Committee and of the Board of Supervisors, and to the principals of schools.

SECT. 10. When a graduate of this school is appointed as a teacher in any public school of this city, it shall be the duty of the head-master to make, or cause to be made by his assistants, one or more visits to her school for the purpose of criticism and suggestion in regard to her teaching.

SECT. 11. Such instruction shall be given in the Normal School, to teachers in the employ of the city, as the Board may from time to time direct.

TRAINING DEPARTMENT.

SECTION 12. The Rice Training School is designed to furnish an opportunity for the pupils of the Normal School to obtain a practical knowledge of the methods of instruction and discipline in the public schools of Boston.

SECT. 13. The Committee on the Normal School shall have charge of the Training School.

SECT. 14. The head-master of the Normal School shall have the direction of the observation, practice, and methods of instruction in the Training School, subject to the approval of the committee in charge.

SECT. 15. The principal of the Training School shall perform in that school the usual duties of master of a Grammar School, and such duties in connection with the Normal School as the committee in charge may direct.

SECT. 16. The number and grades of teachers other than principal, and the course of study, in the Training School, shall be the same as in the Grammar and Primary Schools of the city.

COURSE OF STUDY.

The course of study in this school is arranged for one year, and is as follows: —

1. Mental and Moral Science and Logic.
2. Principles of Education, School Management, and Methods of Instruction.
3. Physiology and Hygiene.
4. Physics and Natural History, with reference to Objective Teaching.
5. Language; its history, acquisition and analysis
6. Grammar School Studies, with reference to teaching.
7. Drawing, and its use as a means of illustration in teaching, and Vocal Music.
8. Observation and Practice in the Primary and Grammar Departments of the Training School.

It is expected that the pupils of good ability and good health, who are constant in their attendance, and who devote themselves earnestly and exclusively to their school duties, will be able to complete this course in one year.

ESTABLISHMENT.

A Normal School was established in 1852 by the City Council, on the recommendation of the School

Board, as a part of the public-school system of Boston. This school was "designed to prepare teachers thoroughly and systematically for the efficient discharge of those duties that they would be daily called upon to perform." In 1854 the School Board, with the view of adapting the school to the double purpose of giving to its pupils High School and Normal instruction, caused "the introduction of a few additional branches of study, and a slight alteration in the arrangement of the course," and called it the Girls' High and Normal School. The school was continued under this name till 1872, at which time the School Board, finding that the Normal element had been gradually absorbed by the High School, and had "almost lost its independent, distinctive and professional character," "separated the two courses, and returned the Normal School to its original condition, as a separate school." Since then, under the name of the Boston Normal School, its sole work has been the fitting of young women for the office of teaching.

TRAINING DEPARTMENT.

During the past year the Rice District has been constituted a Training School, where the Normal pupils are to have an opportunity of gaining, by observation and practice, a familiar acquaintance with the discipline and instruction of the Boston schools. This supplies an urgent and long-felt want. The Training School contains twelve Grammar and seven Primary classes, numbering over a thousand pupils.

LOCATION.

The Normal School is to occupy the upper floor of the school-house on Dartmouth street; and the Training School the first and second floors of that building, and also the school-house on Appleton street.

CONDITIONS OF ADMISSION.

A diploma of graduation from either of the Boston High Schools is accepted, without examination, as proof of qualification for admission to this school. The three years' course of study in the Girls' High School, which pupils are required to complete before receiving a diploma from that school, is as follows:—

Junior Class.

English.—Rhetoric (Haven's). Literature (English and American authors). Composition.

Mathematics.—Algebra (Bradbury's).

Science.—Physiology (Hutchison's). Botany (Gray's).

Languages.—Latin (Harkness' Grammar and Reader); or French (Bocher's Otto's Grammar and Reader); or German (Krauss' Grammar and Whitney's Reader).

Drawing and Music.

Middle Class.

English.—Literature (English and American authors). Composition.

History.—Ancient (Lectures and Books of Reference).

Mathematics.—Geometry and Plane Trigonometry (Bradbury's).

Science.—Chemistry (Eliot, Storer and Nichols'), Mineralogy.

Languages.—Latin (as before, with Latin School series); or French (as before, with Corneille's Cid); or German (as before, with Schiller's Wilhelm Tell).

Drawing and Music.

Senior Class.

English.—Shakespeare. Composition.

History.—Modern (Lectures and Books of Reference). Constitution U. S. (Alden's Science of Government).

Philosophy.—Ethics (Peabody's Moral Philosophy).

Science.—Physics (Balfour Stewart's). Astronomy (Kiddle's).

Languages.—Latin (*Aeneid*). French (Moliere, Racine). German (Goethe, Hermann and Dorothea).

Drawing and Music.

Candidates for admission to the Normal School, who are not graduates of either of the Boston High Schools, are required to pass an examination in this or an equivalent High-School course. An examination of such candidates will be held, at the school-house on Dartmouth street, the Friday before the second Monday in September, at 10 o'clock A. M. Graduates of the Boston High Schools will present

themselves, with their diplomas, on the second Monday in September.

AGE OF ADMISSION.

The minimum age for admission is fixed by the School Committee at seventeen; but candidates under eighteen are advised to spend another year, if possible, in High-School study before entering. The work of the Normal School is of such a nature as to require considerable maturity of mind; and it is found that students over eighteen years of age usually succeed much better than those younger.

TUITION.

- The rule of the School Board in regard to the payment of tuition by non-resident pupils, applicable to the Normal School, as well as the other public schools of the city, is as follows:—

"All children living in the city who are upwards of five years of age, and are not disqualified by non-compliance with the regulations of the Board, shall be entitled to attend the public schools; but neither a non-resident pupil, nor one who has only a temporary residence in the city, shall be allowed to enter or to remain in any school, unless the parent, guardian, or some other responsible person has signed an agreement to pay the tuition of such scholar, or until a certified copy of a vote of the Committee on Accounts, permitting such scholar to attend the school, has been transmitted to the principal. The principals shall, at the commencement of each term, furnish to the Com-

mittee on Accounts the names of such scholars, and of their parents or guardians, with their place of residence. And it shall be the duty of that committee each term to make out such bills and transmit the same to the City Collector for collection."

NECESSITY FOR ATTENDANCE.

The following extracts from the Regulations of the Public Schools of the City of Boston will show the relation of the Normal School to the work of teaching in Boston:—

"The Board of Supervisors shall not admit to an examination [of applicants for situations as teachers] any person who is not a graduate of the Boston Normal School or of one of the State Normal Schools, or who has not had at least one year's experience in teaching; but pupils who have taken the three years' course in any of the High Schools of this city, before the close of the school year 1875, shall not be excluded from such examination."

"The Board of Supervisors shall grant certificates of qualification of the several grades, after examination, to such candidates as they shall consider entitled to them, as follows:—

“*First Grade*, to head-masters, masters, sub-masters and ushers of the Normal and High Schools.

“*Second Grade*, to masters, sub-masters and ushers of the Grammar Schools.

“*Third Grade*, to assistant principals, first, second, third and fourth assistants of the Normal and High Schools.

"*Fourth Grade*, to first, second and third assistants of the Grammar Schools.

"*Fifth Grade*, to fourth assistants or teachers of Primary Schools.

"*Special Grade*, to all male instructors of the evening schools."

"No instructor shall be employed in any higher grade of schools than that for which the certificate shall qualify the holder thereof; and no instructor whose certificate is not recorded in the office of the Committee on Accounts shall be entitled to draw any salary as a teacher or as a substitute; and the auditing clerk shall not allow the name of any such teacher or substitute to be entered or to remain on the pay-rolls."

VACATIONS.

The vacations and holidays of this school are as follows:— Every Saturday; one week commencing with Christmas day; New Year's day; the twenty-second of February; Good Friday; Fast day; Decoration day; the Fourth of July; Thanksgiving day and the remainder of the week; the week immediately preceding the second Monday in April; and from the close of the school, the week preceding the Fourth of July, to the second Monday in September.

TIME OF ADMISSION.

Only one class is admitted to this school during the year, and that is admitted at the beginning of the school year. Pupils are not received at other times.

The work of the school is so conducted that it is impossible for pupils to make up lessons lost at the beginning of the term, so that it is necessary for all who desire to enter during the year to be present at the opening of the school in September.

GRADUATES
OF THE
BOSTON NORMAL SCHOOL.

CLASS OF 1873.

Adams, Lavina E.	.	.	.	5 Pinckney Street.
Baekup, Mary J.	.	.	.	32 Auburn St., Highlands.
Badlam, Anna B.	.	.	.	13 Ferdinand Street.
Bailey, Elizabeth G.	.	.	.	167 W. Third St., S. B.
Bell, Helen M.	.	.	.	89 Washington Street.
Bickford, Endora F.	.	.	.	1 Causeway Street.
Blanchard, Fannie	.	.	.	Wilmington.
Boston, Hattie E.	.	.	.	2 Goodwin Pl., Revere St.
Brown, Ellen M.	.	.	.	Union Ave., Mt. Bowdoin.
Colligan, Lizzie A.	.	.	.	1996 Wash. St., B. II.
Crosby, Matilda F.	.	.	.	347 Third Street, S. B.
Davies, Ida H.	.	.	.	89 Camden Street.
Davis, Frances M.	.	.	.	42 Marcella Street, B. II.
Dolan, Mary A. A.	.	.	.	81 Athens Street, S. B.
Farrington, Mary A.	.	.	.	Allston, Mass.
French, Mary F.	.	.	.	Quincy, Mass.
Gill, Frances W.	.	.	.	40 Palmer Street, B. H.
Gillespie, Annie M.	.	.	.	3 North Hudson Street.
Gowing, Julia A.	.	.	.	109 Green Street.
Guild, Mary Ella	.	.	.	Minot Street, Neponset.
Haven, Carrie A.	.	.	.	122 E. Dedham Street.
Hayward, Laura K.	.	.	.	Malden.
Hill, Henrietta A.	.	.	.	36 Auburn Street.
Hooker, Clara	.	.	.	Brighton.
Huckles, S. Lila	.	.	.	Box 66, Harrison Square.

Jackson, Ella T.	.	.	.	<i>19 Ashland Place.</i>
Kelley, Frances T.	.	.	.	<i>43 Belmont Street, B. H.</i>
Kendall, Ida F.	.	.	.	<i>Harrison Square.</i>
Leary, Maggie J.	.	.	.	<i>218 Fifth Street, S. B.</i>
Lee, Isabel F.	.	.	.	<i>Minot Street, Neponset.</i>
Levi, Miriam	.	.	.	<i>143 Dover Street.</i>
Lewis, Mary L.	.	.	.	<i>Hyde Park.</i>
Macdonald, Anna	.	.	.	<i>6 Parker Place.</i>
May, Alice M.	.	.	.	<i>277 Warren Street, B. H.</i>
McGowan, Katie E.	.	.	.	<i>88 Green St., Charlestown.</i>
Nash, Hannah A.	.	.	.	<i>Greenfield.</i>
O'Dowd, Honora T.	.	.	.	<i>204 Endicott Street.</i>
Ordway, Lizzie	.	.	.	<i>Harrison Square.</i>
Park, A. Lizzie	.	.	.	<i>Norwood.</i>
Porter, Electa M.	.	.	.	<i>173 Emerson Street, S. B.</i>
Preble, Harriet I.	.	.	.	<i>12 Spring Street.</i>
Proctor, Florence M.	.	.	.	<i>41 Appleton Street.</i>
Putnam, Helen A.	.	.	.	<i>608 E. Sixth Street, S. B.</i>
Sanborn, Lizzie A.	.	.	.	<i>220 Ruggles Street.</i>
Sanford, Nellie G.	.	.	.	<i>75 Newland Street.</i>
Scanlan, Bridget E.	.	.	.	<i>23 Newbern Street, B. H.</i>
Snow, Clara J.	.	.	.	<i>3 Fort Avenue.</i>
Stevens, Laura M.	.	.	.	<i>10 Derne Street.</i>
Story, Anna L.	.	.	.	<i>705 Broadway, S. B.</i>
Thacher, Isabel	.	.	.	<i>46 Clifford Street, B. H.</i>
Turner, Ella A.	.	.	.	<i>Washington Street, Malden.</i>
Withey, Emily W.	.	.	.	<i>52 Brattle St., Cambridge.</i>

CLASS OF 1874.

Abbott, Jennie	.	.	.	<i>82 F Street, South Boston.</i>
Adams, Sarah Louise	.	.	.	<i>East Lexington.</i>
Ashley, Cora I.	.	.	.	<i>9 Porter Street.</i>
Baker, Ella	.	.	.	<i>8 Clairmont Park.</i>
Baker, Carrie L.	.	.	.	<i>3 Milford Street.</i>
Bent, Nathalia	.	.	.	<i>Canton, Mass.</i>
Bingham, Delia	.	.	.	{ <i>390 E. Friend Street, Columbus, Ohio.</i>

Bradley, Anna J.	.	.	.	<i>Curtis Street, B. H.</i>
Bradley, Mary	.	.	.	<i>Curtis Street, B. II.</i>
Challis, Julia	.	.	.	<i>75 Essex Street, Chelsea.</i>
Chittenden, Ella L.	.	.	.	<i>491 Federal Street.</i>
Conley, Mary E.	.	.	.	<i>8 E. Springfield Street.</i>
Copeland, Mary C.	.	.	.	<i>Brockton, Mass.</i>
Crozier, Annie M.	.	.	.	<i>223 Main St., Charlestown.</i>
Cushing, Alice M.	.	.	.	<i>32 Telegraph Street.</i>
Cutter, Lucy R.	.	.	.	<i>Harrison Square.</i>
Dean, Maria L.	.	.	.	<i>Melrose.</i>
Dole, Melissa M.	.	.	.	<i>Brighton District.</i>
Donegan, Marcella E.	.	.	.	<i>97 Salem Street.</i>
Drew, Annie E.	.	.	.	<i>30 Pleasant Street.</i>
Edwards, Clara	.	.	.	<i>115 Mt. Pleasant Avenue.</i>
Fitzgerald, Kate E.	.	.	.	<i>218 Athens Street, S. B.</i>
Graham, Sarah M.	.	.	.	<i>Lexington.</i>
Harrington, Ellen E.	.	.	.	<i>Lexington.</i>
Hayden, Carrie W.	.	.	.	<i> Braintree.</i>
Hildreth, Emily E.	.	.	.	<i>63 North Ave., Cambridge.</i>
Hill, Silence A.	.	.	.	<i>36 Auburn Street.</i>
Holbrook, M. Ava	.	.	.	<i>1 Highland Park Avenue.</i>
Holbrook, Emma L.	.	.	.	<i>1 Highland Park Avenue.</i>
Howe, Florence A.	.	.	.	<i>1 Glenwood Place.</i>
Johnson, Lucy E.	.	.	.	<i>515 E. Fifth Street, S. B.</i>
Littlefield, Hattie A.	.	.	.	<i>9 Dallas Place.</i>
Mann, Mary E.	.	.	.	<i>Bowdoin Square, Dor.</i>
McDermott, Nellie C.	.	.	.	<i>107 Vernon Street.</i>
Mitchell, Annie M.	.	.	.	<i>45 Russell Place.</i>
Mulliken, Mary E.	.	.	.	<i>4 Malbon Place.</i>
Mulrey, Elizabeth D.	.	.	.	<i>1045 Shawmut Avenue.</i>
Noyes, Eliza R.	.	.	.	<i>96 Washington Street.</i>
Noyes, Helen M.	.	.	.	<i>Washington Street, Dor.</i>
Olmstead, Emma C.	.	.	.	<i>9 Cordis St., Charlestown.</i>
Pickering, Amanda	.	.	.	<i>235 Warren Street.</i>
Powers, Mary B.	.	.	.	<i>565 E. Eighth Street, S. B.</i>
Ramsay, Helen E.	.	.	.	<i>201 Main St., Charlestown.</i>
Riley, Margaret F.	.	.	.	<i>95 W. Springfield Street.</i>
Shepherd, Marietta D.	.	.	.	<i>6 Jay St., Cambridgefield.</i>

Stetson, Annabel	<i>Brunswick, Maine.</i>
Summers, Catherine S. . . .	<i>Jamaica Plain.</i>
Swett, Persis I. . . .	<i>Brighton District.</i>
Soule, Ella F. . . .	<i>9 Lake View Ave., Camb.</i>
Tapley, Emma C. . . .	<i>4 Forrest Place, Charlestown.</i>
Torrey, Emmeline E. . . .	<i>19 Winthrop Street.</i>
Towle, Mary E. . . .	<i>16 Margaret Street.</i>
Viles, Laura E. . . .	<i>20 New Faneuil Hall.</i>
Wallace, Ellen L. . . .	<i>Weymouth.</i>

CLASS OF 1875.

Bickford, Hattie A. . . .	{ <i>Cor. Main & Green Streets,</i> <i>Charlestown.</i>
Bill, Hattie P. . . .	<i>Waltham.</i>
Blanchard, Annie R. . . .	<i>Box 1645 Boston P. O.</i>
Blanchard, Mary W. . . .	<i>8 Mt. Vernon St., Charles'n.</i>
Brown, Helen L. . . .	<i>Woburn.</i>
Browning, Mary L. . . .	<i>12 Fountain Street.</i>
Chadbourne, Lizzie S. . . .	<i>Payson Ave., Dorchester.</i>
Colburn, Mary E. . . .	<i>11 Burroughs Place.</i>
Copeland, Josephine E. . . .	<i>3 Auburn Sq., Charlestown.</i>
Crooke, Flora I. . . .	<i>234 Princeton Street, E. B.</i>
Cunningham, Mary T. . . .	<i>36 Newbern Street.</i>
Cullen, Frances E. . . .	<i>13 Telegraph Street, S. B.</i>
Deane, Mary E. . . .	<i>2748 Washington Street.</i>
Deane, Sarah L. . . .	<i>2748 Washington Street.</i>
Delaney, Mary E. . . .	<i>140 Chelsea St., Charles'n.</i>
Dolbeare, Alice G. . . .	<i>37 Mercer Street, S. B.</i>
Ellison, Amanda C. . . .	<i>2717 Washington Street.</i>
Ellithorpe, Sarah B. . . .	<i>1129 Washington Street.</i>
English, Rebeeca F. . . .	<i>4 Arch Street.</i>
Everett, Lizzie W. . . .	<i>51 Union Park.</i>
Flynn, Mary E. . . .	<i>6 C Street, South Boston.</i>
Geyer, Susan E. . . .	<i>42 Cottage Street, E. B.</i>
Gary, Callie E. . . .	<i>31 Washington St., Charles'n.</i>
Hapgood, Abby S. . . .	<i>19 Cook St., Charlestown.</i>
Haydn, Lelia R. . . .	<i>Brantree.</i>

Hobart, Minnie L.	.	.	.	<i>East Lexington.</i>
Hosford, Emma L.	.	.	.	<i>756 Parker St., Roxbury.</i>
Kendall, Jennie I.	.	.	.	<i>Dorchester Ave., Har. Sq.</i>
Lane, Fannie D.	.	.	.	<i>457 Dudley Street.</i>
Leonard, Cora E.	.	.	.	<i>21 Centre Street, Roxbury.</i>
Long, Alice H.	.	.	.	<i>Melrose.</i>
Mallard, Letta M.	.	.	.	<i>84 Green St., Charlestown.</i>
McCean, Ellen E.	.	.	.	<i>13 Warren Avenue.</i>
Merrick, Della	.	.	.	<i>127 Lexington Street, E. B.</i>
Merrill, Emma L.	.	.	.	<i>131 Dale Street.</i>
Mellen, Lucy J.	.	.	.	<i>709 Seventh Street, S. B.</i>
Melvin, Effie C.	.	.	.	<i>422 Main St., Charlestown.</i>
Morse, Evelyn C.	.	.	.	<i>222 Northampton Street.</i>
Murphy, M. Agnes	.	.	.	<i>3 Chapel St., Roxbury.</i>
Mullaly, Jennie	.	.	.	<i>265 Fifth Street, S. B.</i>
Nichols, Minnie C.	.	.	.	<i>Cottage Street, Dorchester.</i>
Nickerson, Fannie A.	.	.	.	<i>5 Washington Place.</i>
O'Connell, Fannie L.	.	.	.	<i>50 Vale Street.</i>
Ordway, Annie F.	.	.	.	<i>3 Romsey Place, Dorchester.</i>
Overend, Sarah A.	.	.	.	<i>188 London Street, E. B.</i>
Parker, Lizzie F.	.	.	.	<i>Stoneham.</i>
Patten, Fannie G.	.	.	.	<i>136 K Street, S. B.</i>
Peabody, Susie C.	.	.	.	<i>74 Lexington St., Waltham.</i>
Rice, Jennie W.	.	.	.	<i>Hudson.</i>
Sawyer, Annette W.	.	.	.	<i>46 Chambers Street.</i>
Stevens, Lizzie F.	.	.	.	<i>George St., Charlestown.</i>
Strout, Alma E.	.	.	.	<i>17 Camden Street.</i>
Stumpf, Sarah E.	.	.	.	<i>640 E. Fourth Street, S. B.</i>
Titeomb, Mary A.	.	.	.	<i>132 Tyler Street.</i>
Weston, Emma M.	.	.	.	<i>46 Poplar Street.</i>
Wiley, Cora A.	.	.	.	<i>284 Main St., Charlestown.</i>
Woodman, Charlotte	.	.	.	<i>Woburn.</i>
Wright, Mattie W.	.	.	.	<i>Cor. W. Cedar & Revere Sts</i>

CLASS OF 1876.

Adams, Julia L.	.	.	.	<i>Belmont.</i>
Ames, Martha H.	.	.	.	<i>Canton.</i>

Badlam, Mary E.	.	.	.	2 Cottage Place.
Bell, Frances M.	.	.	.	148 K Street, S. B.
Booth, Clara H.	.	.	.	269 Dorchester St., S. B.
Bosworth, Lucy M.	.	.	.	12 Lexington St., Charles'n.
Bryant, Annie E.	.	.	.	East Lexington.
Caswell, Mary L.	.	.	.	2 Chestnut St., Charlestown.
Cheney, Jennie A.	.	.	.	50 Chestnut St., Charles'n.
Cherrington, Claudine E.	.	.	.	524 Seventh Street, S. B.
Cornish, Frances A.	.	.	.	461 Fourth Street, S. B.
Coulter, Rebecca	.	.	.	13 Yeoman Street, B. H.
Crane, Emma F.	.	.	.	45 Gates Street, S. B.
Dexter, Florence E.	.	.	.	33 Blossom Street.
Driscoll, Mary E.	.	.	.	Centre Street, J. P.
Edmands, Anna M.	.	.	.	59 Quincy Street.
Esdon, May G.	.	.	.	Burnet, Vermont.
Evans, Julia A.	.	.	.	30 Mercer Street, S. B.
Fossett, Emma J.	.	.	.	Roslindale.
Follan, Rosanna	.	.	.	Green St., Jamaica Plain.
Gordon, Agnes	.	.	.	P. O. Box 66, Lowell.
Halliday, Ida E.	.	.	.	98 Marton Street, E. B.
Harrington, Helen	.	.	.	Brighton.
Harris, Susan B.	.	.	.	136 Warren Street, B. H.
Haushalter, Katie	.	.	.	201 Congress Street.
Hill, Jennie L. M.	.	.	.	29 Regent Street, B. H.
Hill, Mary E.	.	.	.	122 G Street, S. B.
Hoar, Nellie A.	.	.	.	Brighton.
Howe, Mary A.	.	.	.	36 Auburn Street.
Ingraham, Adelaide E.	.	.	.	Norwood.
Kenney, Elma	.	.	.	111 Saratoga Street, E. B.
Knott, Susie	.	.	.	97 Pearl Street, Charlestown.
Ladd Lizzie B.	.	.	.	P. O. Box 54, Sharon.
Lanning, Ella F.	.	.	.	97 F Street, S. B.
Lincoln, Minnie L.	.	.	.	169 Ruggles Street, B. H.
Littlefield, Annie C.	.	.	.	124 K Street, S. B.
McDonald, Elizabeth	.	.	.	Newbern Street, J. P.
McGlinehy, Hannah L.	.	.	.	787 Sixth Street, S. B.
Merrill, Frances M.	.	.	.	2 Dartmouth Place.
Morrissey, Mary Lizzie	.	.	.	141 Princeton Street, E. B.

Morrison, Rebecca	<i>Hotel Chester, Shawmut Ave.</i>
Moulton, Helen L. . . .	<i>Egleston Square.</i>
Moynihan, Margaret E. . . .	<i>Winchester.</i>
Nelson, Maria L. . . .	<i>189 Fifth Street, S. B.</i>
Nichols, Esther F. . . .	<i>445 W. Fourth Street, S. B.</i>
O'Connell, Elizabeth E. . . .	<i>50 Vale Street, B. H.</i>
Pike, Charlotte Ann	<i>191 Everett Street, E. B.</i>
Powers Josephine A.. . . .	<i>565 E. Eighth Street, S. B.</i>
Price, Margarettte H.. . . .	<i>Box 233, Newton.</i>
Reid, Jennie	<i>Harrison Square.</i>
Shaw, Nellie L.. . . .	<i>Rockland.</i>
Shine, Mary E. T. . . .	<i>108 W. Eighth Street, S. B.</i>
Smith, Alice T.. . . .	<i>19 Albion Pl., Charlestown.</i>
Swett, Miriam B. . . .	<i>7 Dennis Street, Roxbury.</i>
Tucker, Nellie B. . . .	<i>98 Lexington Street, E. B.</i>
Turner, Hattie E. . . .	<i>Waverley House, Charles'n.</i>
Turner, Mary Carrie	<i>204 Athens Street, S. B.</i>
Vose, Carrie L.. . . .	<i>Box 410 Hyde Park.</i>
Watson, Mary E. . . .	<i>42 Belmont Street, B. H.</i>
Whelton, Annie J. . . .	<i>13 Delle Avenue, B. H.</i>
Wilder, Mary Ellen	<i>9 Winchester Street.</i>

R O S T E R

OF THE

BOSTON SCHOOL REGIMENT.

1876.

R O S T E R.

BOSTON SCHOOL REGIMENT.

1876-77.

Colonel. — Edward L. Twombly. (Latin School.)

Lieutenant Colonel. — Geo. L. Forristall. (English High School.)

FIRST BATTALION. — LATIN SCHOOL.

Major. — Joseph M. Gibbons.

Adjutant. — Fred. O. Jackson.

Quartermaster. — Geo. G. S. Perkins.

Sergeant Major. — H. S. Dillinback.

COMPANY A.

Captain. — Walter W. Morong.

First Lieutenant. — Chas. C. Everett.

Second Lieutenant. — John C. Munro.

COMPANY B.

Captain. — Wm. H. Hartwell.

First Lieutenant. — Fred T. Knight.

Second Lieutenant. — William W. Taff.

COMPANY C.

Captain. — Tracy Sturgis.

First Lieutenant. — F. G. Tomlinson.

Second Lieutenant. — V. Y. Loring.

COMPANY D.

Captain. — M. St.C. Wright.

First Lieutenant. — Harry E. Seaver.

Second Lieutenant. — P. N. Bailey.

COMPANY E.

Captain. — Ezra H. Baker.
First Lieutenant. — Charles F. Cutler.
Second Lieutenant. — Edward D. Scott.

COMPANY F.

Captain. — C. J. Cameron.
First Lieutenant. — Allan J. Abbe.
Second Lieutenant. — T. C. Batcheler.

SECOND BATTALION.—ENGLISH HIGH SCHOOL.

Major. — Frank Carlton.
Adjutant. — E. P. Dodd.
Quartermaster. — George E. Dupee.
Sergeant Major. — A. W. Pollard.

COMPANY A.

Captain. — James Ayers.
First Lieutenant. — C. A. Baker.
Second Lieutenant. — E. M. Warren.

COMPANY B.

Captain. — G. A. Barron.
First Lieutenant. — O. N. Brown.
Second Lieutenant. — E. E. Williams.

COMPANY C.

Captain. — F. E. Kendall.
First Lieutenant. — E. E. Fields.
Second Lieutenant. — J. C. Elms, Jr.

COMPANY D.

Captain. — W. S. Simmons.
First Lieutenant. — G. A. Mower.
Second Lieutenant. — G. P. Dane.

COMPANY E.

Captain. — E. W. Shedd.
First Lieutenant. — D. T. Hinckley.
Second Lieutenant. — A. P. Nickerson.

THIRD BATTALION.—ENGLISH HIGH SCHOOL.

Major. — Herbert Pope.*Adjutant.* — Arthur P. Ayling.*Quartermaster.* — Charles E. Morey.*Sergeant Major.* — Louis Gilbert.

COMPANY A.

Captain. — D. F. McGilvray.*First Lieutenant.* — Israel M. Barnes.*Second Lieutenant.* — Lowell Emerson.

COMPANY B.

Captain. — Frank Huchins.*First Lieutenant.* — Geo. R. Foster.*Second Lieutenant.* — J. F. Eldridge, Jr.

COMPANY C.

Captain. — Harry E. Parker.*First Lieutenant.* — Joseph P. Bassett.*Second Lieutenant.* — Henry P. Furber.

COMPANY D.

Captain. — Frank H. Briggs.*First Lieutenant.* — Alex. P. Seavey.*Second Lieutenant.* — Geo. H. Page.

COMPANY E.

Captain. — Walter F. Wheeler.*First Lieutenant.* — Albert P. Smith.*Second Lieutenant.* — Samuel Perry.FOURTH BATTALION.—HIGHLANDS, DORCHESTER, JAMAICA
PLAIN AND BRIGITON.*Senior Major.* — John L. Amory (Roxbury High School).*Junior Major.* — Walter S. Ufford (Dorchester High School).*Adjutant.* — Charles M. Demond (Roxbury Latin School).*Quartermaster.* — Nath'l C. Fowler, Jr. (Roxbury High School).*Sergeant Major.* — A. Fred. Dunnels (Roxbury Latin School).

COMPANY A.—ROXBURY HIGH SCHOOL.

Captain. — Geo. H. Weeks.*First Lieutenant.* — Wm. J. Graham.*Second Lieutenant.* — J. H. Hasbrook.

COMPANY B.—DORCHESTER.

Captain. — Louis M. Clark.*First Lieutenant.* — L. F. Connor.*Second Lieutenant.* — Hermon G. Pierce.

COMPANY C.—ROXBURY HIGH SCHOOL.

Captain. — Wm. A. Stevens.*First Lieutenant.* — A. Bacon.*Second Lieutenant.* — J. P. Hersey.

COMPANY D.—ROXBURY LATIN SCHOOL.

Captain. — Robert Long.*First Lieutenant.* — F. B. Holder.*Second Lieutenant.* — E. T. Cabot.

COMPANY E.—ROXBURY LATIN SCHOOL.

Captain. — G. H. Williams.*First Lieutenant.* — P. S. Morse.*Second Lieutenant.* — G. H. L. Sharp.

COMPANY F.—DORCHESTER HIGH SCHOOL.

Captain. — M. McEttrick.*First Lieutenant.* — Theo. Parker.*Second Lieutenant.* — Fred. H. Pope.

COMPANY G.—BRIGHTON HIGH SCHOOL.

Captain. — E. Porter.*First Lieutenant.* — H. W. Bird.*Second Lieutenant.* — G. A. Pratt.

COMPANY H.—WEST ROXBURY HIGH SCHOOL.

Captain. — George A. Albro.*First Lieutenant.* — C. F. Sturdevant.*Second Lieutenant.* — — — — —.

FIFTH BATTALION.—CHARLESTOWN HIGH SCHOOL.

Major. — James Lunt.

Adjutant. — Henry Porter.

Sergeant Major. — William L. Barber.

COMPANY A.

Captain. — Mark Field.

First Lieutenant. — A. Robinson.

Second Lieutenant. — Henry Todd.

COMPANY B.

Captain. — Webster Norris.

First Lieutenant. — Edward Strand.

Second Lieutenant. — Edgar Hatch.

SCHEDULE OF SALARIES.

FIRST GRADE.

HIGH SCHOOLS.

Head Masters, first year	\$3,500; subsequently.....	\$4,000
Masters, " "	2,800; "	3,200
Sub-Masters, " "	2,200; "	2,600
Ushers, " "	1,700; "	2,000

SECOND GRADE.

GRAMMAR SCHOOLS.

Masters, first year,	\$2,800; subsequently.....	\$3,200
Sub-Masters, " "	2,200; "	2,600
Ushers, " "	1,700; "	2,000
Exception, Master of Dudley School for Girls, by special vote.....		2,000

THIRD GRADE.

HIGH SCHOOLS.

Assistant Principal (female).....	\$2,000
First Assistants "	1,800
Second "	1,500
Third "	1,200
Fourth "	1,000
Assistants in Normal School, each, female.....	1,500

FOURTH GRADE.

GRAMMAR SCHOOLS.

First Assistants (female).....	\$1,200
Second First Assistants, (female).....	1,000
Second Assistants, (female).....	850
Third Assistants, 1st year, \$600; 2d year, 700; subsequently (female)	800

FIFTH GRADE.

PRIMARY SCHOOLS.

Fourth Assistants, first year, \$600; second year, \$700; subsequently..	\$800
--	-------

SPECIAL GRADE.

Director of Music	\$3,300 00
District Teachers of Music	3,000 00
Teacher of Music in W. Roxbury and Brighton.....	1,800 00
Director of Drawing.....	3,300 00
District Teachers of Drawing.....	2,500 00
Assistant Drawing Teacher, Dorchester (female)	1,700 00
" " " Roxbury High "	700 00
" " " Girls' High "	1,000 00
Teacher of Chemistry, Girls' High	1,500 00
Assistant in Chemistry, " " "	800 00
Teacher of Physical Culture	600 00
Teacher of French, Latin and English, High Schools, 25 hours....	3,200 00
" " Girls' High School, 7½ hours.....	750 00
" " Dorchester High School, 6 hours.....	600 00
" " Roxbury " " 6 "	600 00
" " Charlestown " " 6 "	600 00
" " Brighton " " 2½ "	250 00
" German, Latin School, 2 hours.....	200 00
" " Girls' High School, 7½ hours.....	750 00
" " Dorchester High School, 6 hours.....	600 00
" " Roxbury " " 6 "	600 00
" " W. Roxbury " " 5 "	500 00
Principal Deaf-Mute School (female)	1,500 00
First Assistant, Deaf-Mute School (female)	900 00
Assistants, first year, \$700; subsequently (female).....	800 00
Teachers Licensed Minors and Kindergarten, first year, \$600;	
second year, \$700; subsequently (female)	800 00
Assistant in Kindergarten School (female)	400 00
Instructor Military Drill	1,500 00
Extra Teacher for Mathematics.....	1,000 00
Sewing for each Division.....	87 50
Principal Evening High School (per night).....	10 00
Assistants " " " "	5 00
Principals " Drawing Schools (per night).....	10 00
Assistants " " " "	5 00
Principals " Schools	3 00
Assistants " " "	1 00

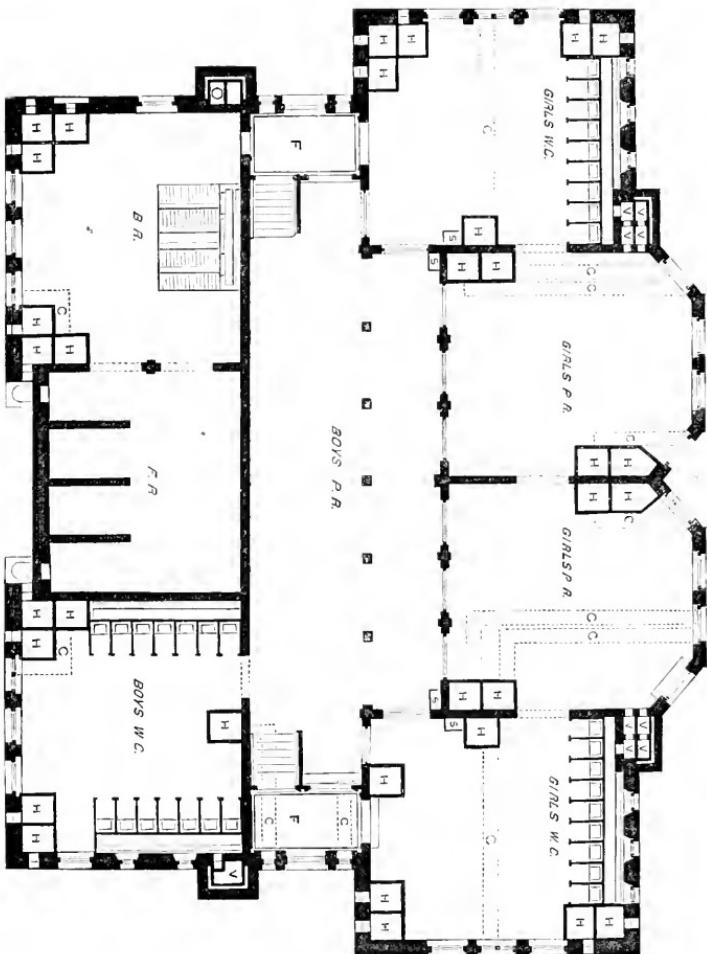
DESCRIPTION AND DEDICATION

OF THE

WINTHROP GRAMMAR SCHOOL-HOUSE,

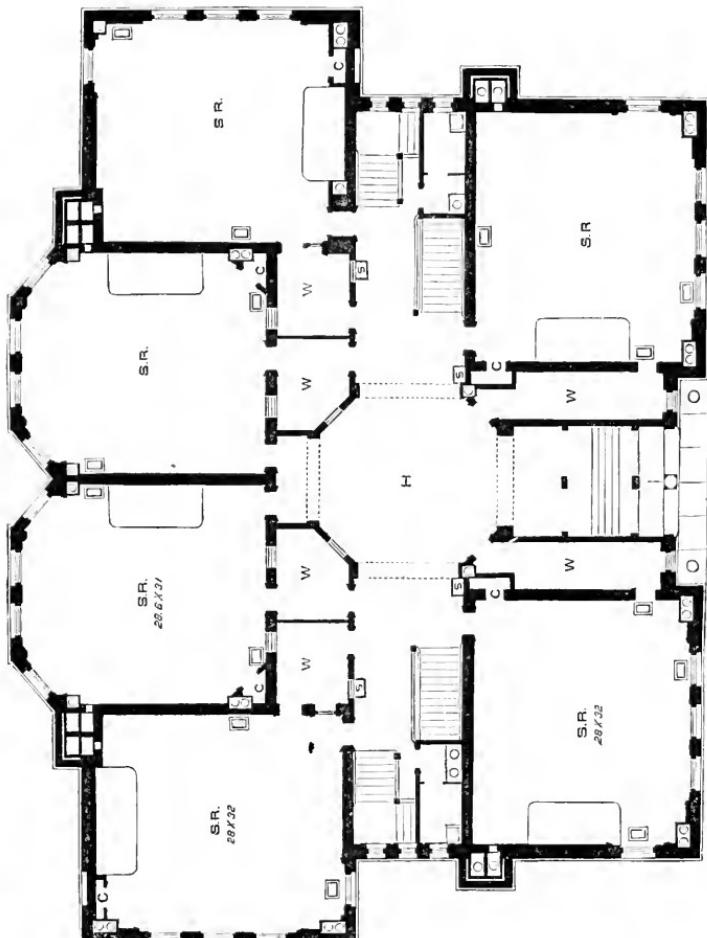
CHARLESTOWN DISTRICT.





CHARLESTOWN-WINTHROP GRAMMAR SCHOOL-HOUSE, BOSTON.
BASEMENT.

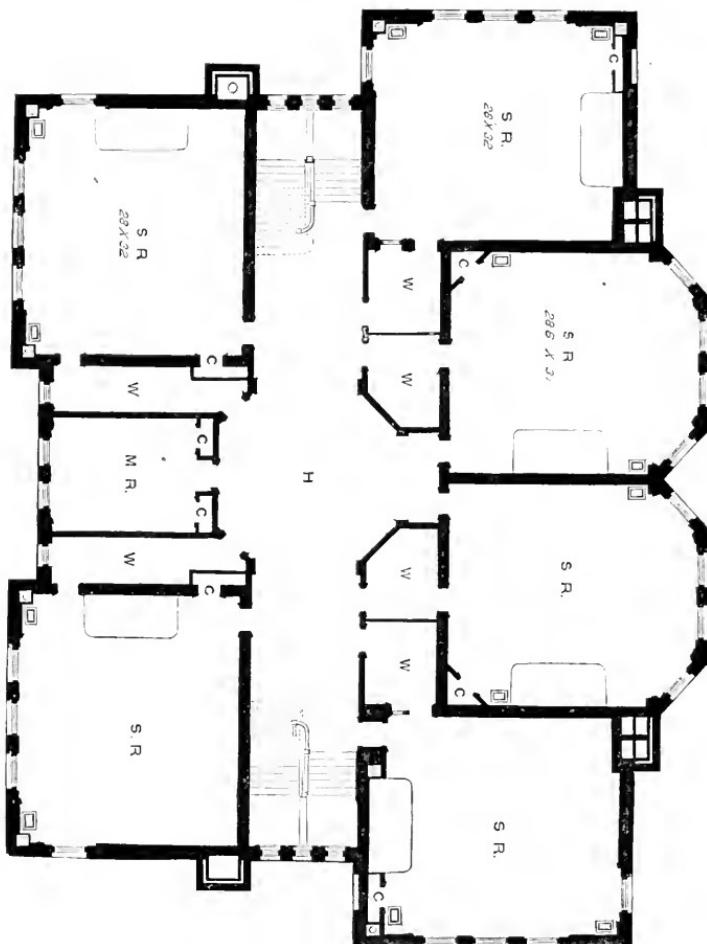
- P.R. Play Room.
- W.C. Water Closets.
- F.R. Fuel Room.
- B.R. Boiler Room.



CHARLESTOWN-WINTHROP GRAMMAR SCHOOL-HOUSE, BOSTON.

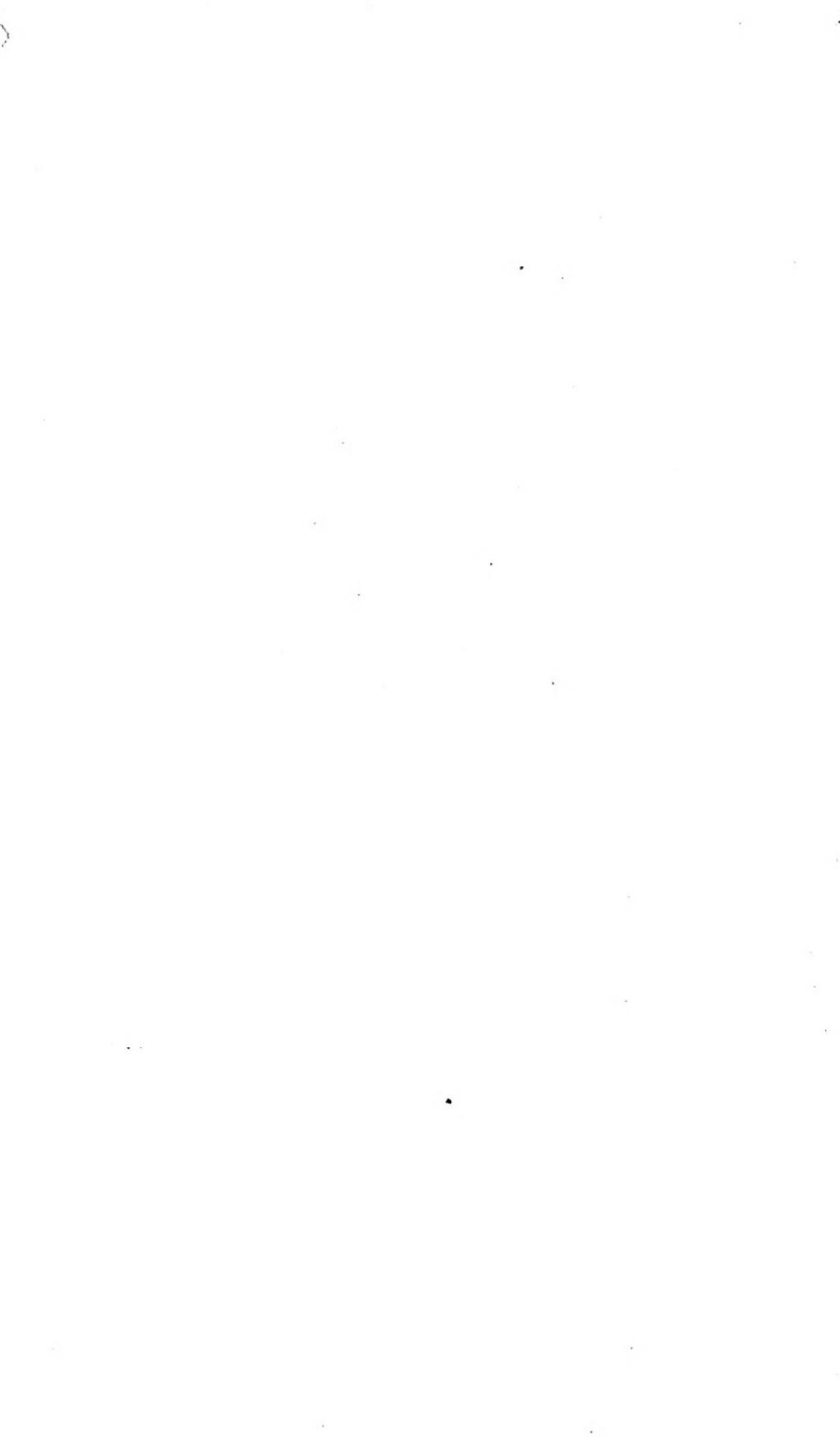
FIRST STORY.

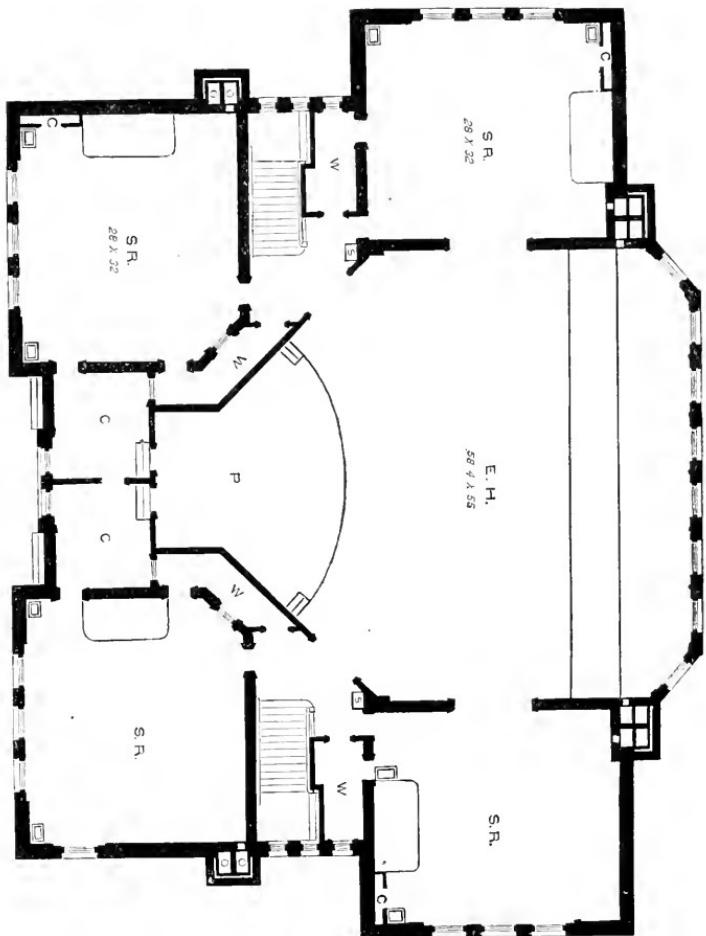
- H. Corridor.
- S.R. School Room.
- W. Wardrobe.
- C. Teacher's Closet.
- S. Sink.



CHARLESTOWN-WINTHROP GRAMMAR SCHOOL-HOUSE, BOSTON.
SECOND STORY.

- H. Corridor.
- S.R. School Room.
- M.R. Master's Office.
- W. Wardrobe.
- C. Teachers' Closet.





CHARLESTOWN-WINTHROP GRAMMAR SCHOOL-HOUSE, BOSTON.

THIRD STORY.

- E.H. Exhibition Hall.
- P. Platform.
- C. Anteroom.
- W. Wardrobe.

WINTHROP GRAMMAR SCHOOL-HOUSE,*

CHARLESTOWN DISTRICT.

DESCRIPTION.

This new grammar-school building is located at the corner of Prospect and Edgeworth streets, Charlestown District. The lot of land was selected by the authorities of Charlestown, before annexation, and contains about 22,079 feet. After annexation, the matter was referred to the Committee on Public Buildings. Plans were prepared by the City Architect, for a building containing 16 school rooms and an exhibition-hall. It was found that these accommodations could be obtained without decreasing the size of any school-room, staircase, exit or entrance room, by grouping all the rooms around a common hall; the area of the building being only about 9,000 feet, instead of 13,000 feet, covered by many grammar-school buildings, with but 14 rooms. The master has a commodious room; each school-room has connected with it a well-lighted wardrobe of liberal size, as well as a teacher's closet. Particular care has been given to the lighting, heating and ventilating. There are four large windows in each room, placed within 8 inches of the ceiling, and arranged to throw the light to the left of the pupils, upon the German

* The name of the Charlestown-Winthrop School was changed, June 30, to the Frothingham School.

system. The warming is the indirect steam method, the boilers being located in the basement, in fire-proof room. The system of ventilation is by means of shafts extending from basement to above the highest point of the roof, into which openings are made from the rooms; smoke and steam pipes are introduced into them, creating a constant upward current of vitiated air. The pure air, admitted into hot-air chambers or cells in the basement, is warmed and then sent to the rooms, producing a uniform temperature throughout the building.

The structure is built in the modern Gothic style of brick, trimmed with sandstone, black bricks being introduced for variety, and is three finished stories high above the basement, which is partly finished as play-rooms; this story is entered on a level with the yard or play-grounds, on the south side; and on the north side there is an entrance on Edgeworth street. The principal entrance is at a level with the first floor on Prospect street. The interior finish of the building is of pine throughout, grained in imitation of oak, and varnished, with hard pine for floors and staircases. The contracts for the work were awarded as follows: to Messrs. Donahoe Brothers, the masonry; to Mr. John Rawson, the carpentry, and to the Walworth Manufacturing Co., the heating. The plans and designs were made by the City Architect, George A. Clough, Esq. The cost of the land was \$44,258.12; the cost of the building and furniture was \$84,195.84; total cost, \$128,453.96.

DEDICATION.

The dedicatory exercises took place in the exhibition-hall of the building, on Thursday afternoon, April 6, 1876. The pupils were represented by several of the upper classes; and parents of children belonging to the school were in attendance in large numbers, as well as residents of other sections of the Charlestown District who are interested in educational matters. The platform, which was handsomely decorated with plants and flowers, was occupied by the Mayor; several members of both branches of the City Council; several ex-mayors of Charlestown; a number of present and past members of the School Board, including the Chairman of the Committee of Arrangements, Nahum Chapin, Esq., and the other members of the Division Committee; the Superintendent of Public Buildings and the City Architect; the principal school officers and other prominent citizens.

The exercises opened with the chant, "I will lift up mine eyes unto the hills," sung by the pupils, under the direction of their music-teacher, Mr. J. Munroe Mason; after which prayer was offered by the Rev. W. T. Stowe, of the Universalist Church. The pupils then sang the anthem, "Call upon Me." Alderman John T. Clark, in behalf of the Committee on Public Buildings, with a few appropriate remarks presented the keys of the school-house to His Honor the Mayor, who, on receiving them, spoke as follows:—

ADDRESS BY MAYOR COBB.

MR. CHAIRMAN:— I must be allowed to felicitate myself that my first public official visit to this historic section of our city is occasioned by no exigency of municipal polities, nor by any conflict of opinion or interests among the citizens, but only by the fitness of a formal and official recognition of that civic interest which underlies all other interests, and unites all opinions and hearts in its behalf,— the supreme interest, namely, of the common school and the training of the young in knowledge and virtue.

We come together to dedicate this house to the high uses of popular education. My first thought is that it is a goodly structure, admirably suited to its purpose. It is the first Grammar School House designed by the City Architect, and erected under his supervision; and I consider it very creditable to that officer. Plain and simple in style and finish, it will not incur the charge of showiness and extravagance.

At the same time being well proportioned, chaste and substantial, it satisfies the eye and is an ornament to the neighborhood. It cost far less than any recent building of its class in the city, and is inferior to none of them in the extent of its accommodations, and in all the appliances which are necessary for the health and comfort of its occupants.

The thanks of the city are due to the committee and the Superintendent of Public Buildings, and also to the contractors and mechanics for the faithful, tasteful and economical manner in which the work has been done. Until 1874 all school-houses in Boston had been paid for, or rather not paid for, by loans running from ten to twenty years.

Of the present city debt upwards of \$2,500,000 is for school-houses, the interest of which is paid by annual taxation.

There were school-houses in the city, which were long ago discontinued and demolished, on the cost of which we are still paying interest; the principle being payable ten years hence. Two years ago the City Government took a new departure, and intimated the policy of paying as we go. Several costly Primary School-houses have been built on this principle; and now I am proud and happy to state that this house, together with the land it stands on, has

been already paid for to the last dollar out of the regular tax levy. I trust this policy will, under no circumstances, be abandoned hereafter.

This school is fortunate in its name. It is a name suggestive of the noble Christian virtues which characterized the Puritan founders of Boston,—simplicity of manners, purity of morals, integrity of life,—a name which, from those early days to the present, has never been dissociated with honor, rectitude and patriotism, and, I may add, good learning and the best intellectual culture of the time.

In these evil and corrupt days, when so many moral lapses and humiliations are brought to light in high places and in low, it is well that the city's children who will assemble here should find in the name they will have occasion to speak or hear every day an inspiring reminder of a loftier style of character in the older times.

The school is happy also in its location. It stands on the slope of Bunker Hill,—a spot of signal renown in American history. Surely none but high-minded men and women, and pure and ardent lovers of their country must be nurtured and trained in a scene so sacred and inspiring.

Yonder majestic shaft, which throws its shadows over these halls, studied in connection with its antecedents and surroundings, and with what was done on these heights a hundred years ago, and with what has been said and seen on them in this centennial year, and with all the great memories and associations that cluster about it, must be of itself alone a liberal education to an American schoolboy.

But the hour does not belong to me except in these brief formalities; the occasion belongs most fitly to those experts and specialists in the matter of education who will kindly favor us with their remarks.

And now, Mr. Chairman, in placing these keys in your hands, I commit to you, in behalf of the city, the care and direction of the Winthrop School.

Mr. Chapin, Chairman of the Committee of Arrangements, having received the keys, in behalf of

the Division Committee, delivered the following address:—

ADDRESS OF NAHUM CHAPIN, ESQ.

In behalf of the Division Committee, I accept this key, with the trust it implies. The need of more and better accommodation, in this district, has long been felt and acknowledged.

In the year 1872, the City Government of Charlestown, under the statute law, took the lot of land on which the present building is erected. Plans and specifications were made, and proposals received, for the erection of a building of the same capacity, but of a different style of architecture.

We then felt that the day of our deliverance from long inconvenience was not far distant; but we were doomed to disappointment. The great fire of the 9th of November, which laid the business centre of your city in ashes, so alarmed those who had offered proposals, that they asked to be relieved from their obligations, and the city granted their request. Thus disappointed, we remained patient until the union of the two cities.

When we again presented our claim it was unanimously acknowledged, and to-day we fully realize the fruit of our labor in this most magnificent building, which is second to none in our city for architectural beauty and convenience, and which we are here to-day to dedicate to the noble cause of popular education.

To build such edifices not only gives character, but moral and political strength, to our city. I have no doubt that the expenditure here made will, in due time, exert its full influence in that direction as those who faithfully avail themselves of all the privileges we offer them shall go out to mingle with the busy world. Many of them, we trust, will become bright ornaments in the various walks of life, reflecting credit upon our educational institutions. If such is not the result, we can most certainly say it is not the fault of our city, which has so liberally contributed for the education of her children, and for which she has, heretofore, had no cause to regret the expenditure thus made; for she has received an ample reward in the character of those who have improved the opportunities they have afforded.

For this evidence of interest in the Charlestown District, made manifest in this substantial and commodious building, I desire, in behalf of the Division Committee, the parents, pupils, and teachers of the Winthrop District, to express to you, and all those officially associated with you from its commencement, our most sincere thanks.

TO THE MASTER.

At the request of the Division Committee, I now place in your hands this key, that the doors of this grand edifice of learning may be opened to all those who desire to avail themselves of the privileges so generously provided. It is upon you that much of the responsibility rests; it is to you that the anxious parents look for the educational advancement of their children, of the great importance of which they are fully aware, and for which they are willing to contribute freely, that the best results may be realized. But with your many years of faithful service we have perfect confidence that those who come under your charge will have no reason to complain, but will look back to the days spent within these walls as the best improved and happiest of their lives. They will cherish feelings of gratitude, not only to the teachers of the Charlestown-Winthrop School, but also to the city of Boston, to whom they are so much indebted for her unfaltering interest in their future welfare.

May God bless and prosper you and your associates, in the continuance of your labors.

REMARKS OF MR. CALEB MURDOCK.

In receiving the keys of the building, Mr. Murdock, the master, said that it was a pleasant duty to assume, in behalf of himself and his associates, the charge of such a convenient and beautiful school-house, furnished with all the improved appliances. With the new building, so different from the old one, came new responsibilities, and he trusted that the results of the change would be commensurate with the increased accommodations.

The dedicatory hymn, written for the occasion by Prof. B. F. Tweed, was then sung.

DEDICATION HYMN.

Not ours to boast the ocean storm,
To tempt an unknown shore,
Or stand in freedom's foremost rank,
Mid battle's deafening roar.

These for our fathers' stouter hearts,
Whose faith's prophetic ken
Saw, through the strife and clouds of war,
Peace, and good-will to men.

What Pisgah views their vision met,
And fired their glowing zeal,
None less than prophets may divine,
None less than heroes feel.

Instinct with life the very soil
By hero footsteps trod;
Hallowed and consecrate the ground
Sprinkled with patriots' blood.

Then, 'neath the shade of Freedom's fane,
On Bunker's sacred height,
Catching the dayspring from afar,
Piercing the depths of night, —

Let us our humbler temple rear,
To learning dedicate; —
Teaching the young to lisp their names,
Their virtues emulate;

Firing young hearts to noble aims
For freedom, truth, and right;
Nerving young hands to noble deeds,
Trusting in God's own might.

REMARKS OF THE SUPERINTENDENT.

Mr. Philbrick, the Superintendent of Schools, having been called up, spoke at considerable length on several topics suggested by the occasion, but he preferred not to furnish a copy of his remarks for insertion here. He agreed with Mr. Chapin in the opinion that this was the best Grammar School-house which had been erected in Boston. He also cordially concurred with His Honor the Mayor in com-

mending the City Architect, who designed the building. While the history of school-house building in this city during the past thirty years showed marked and gratifying progress, it showed also not a few errors or mistakes, which should have been avoided. He believed that the creation of the office of City Architect would afford the best security against the repetition of such errors or mistakes in the future. Besides this Grammar School-house several Primary School-houses have been built after designs and plans by our City Architect, which are decidedly superior to the school-houses of that class which had been previously erected, although their cost was even less. The elements which we should seek to combine in our school-buildings of all grades as far as practicable are these: economy of expense, architectural comeliness, perfect safety, reasonable sanitary requirements, and the requisite facilities for instruction and management.

As on such an occasion as this it is not inappropriate to remember our blessings, he would take occasion to say what would perhaps be a little surprising to those who get their impressions of our school system from anonymous criticisms in the newspapers, namely, that in consequence of the traditional liberality of the City Council, acting in harmony with the public sentiment of the community in the matter of building school-houses, our schools are on the whole better provided with accommodations than the schools of any other large city either in our own country or on the other side of the water.

And in view of this statement, taken in connection with the fact that this is the best of all our school-houses, certainly this school, and all immediately interested in it, teachers, pupils and their parents, and even the real-estate owners in its neighborhood, are to be congratulated on this occasion. But the school edifice is not an end, it is only a means to an end. In school matters there seems to be a tendency to forget the *end*, and dwell too much on the *means*. It is for the teachers and pupils so to fulfil their duties that when one who understands education enters here, he will find all things harmonious, and in keeping, and will say, "How cheerful and commodious and symmetrical is this building, but the scholars who occupy these rooms are no less admirable in character and knowledge. The house and its occupants are worthy of each other."

REMARKS BY HON. RICHARD FROTHINGHAM.

The Hon. Richard Frothingham was then called upon, and in response said:—

First, let me thank you for the great privilege of saying a few words on this most interesting occasion. Indeed, this is a school-house to be proud of. It stands an ornament among us, and indicates the liberality and justice which the city is disposed to do to the Charlestown District; and in the name of the citizens here, Mr. Mayor and gentlemen, I cannot but express their thanks to you for putting here so noble a temple in which to educate and cheer the rising generation. Let me refer to an idea that was here 240 years ago, when a school-house was placed on the “Old Windmill Hill,” on what is now called Harvard Hill. Then the social condition was called the family; a number of families made the house; a number of houses, the tribe; and a number of tribes, the Commonwealth; and that idea had its run. Then there was another idea, that the State was the political unit, to which the individual must be sacrificed. And so of old, glorious Greece. In triumphant Rome the State was everything, and the individual was nothing. The great political writers tell us that the individual, during the time of the Roman Popery, was but a thing, not a man. Another idea was that the social unit is the individual, and that is the basis of our common-school system; and it is the duty of those who are living to educate this individual up to perform all the duties of life. May it stand, and no attempt be made to interfere with it; may the children of all, without regard to race or sex, come here and learn the first duties of an American citizen. It is for you, gentlemen, who control our system of education, to see that equal and exact justice shall be done to all who come here; that nobody shall be wronged in his faith or opinion. Long may this noble temple stand, and may it contribute to promote the interests and glory of our country, so that those who come after us shall stand its defenders, and emulate the bravery and virtues of the men who fought at Bunker Hill. [Applause.]

Prof. B. F. Tweed, one of the recently elected Supervisors, and formerly Superintendent of the

Charlestown schools, being called upon, responded as follows:—

MR. CHAIRMAN.—The citizens of Charlestown, those who may be supposed to have some ambition to perpetuate their names, must be regarded, in one respect, at least, as unfortunate. The District is so rich in historical associations, that no sooner does a beneficent institution spring up among us, than an honored name, dating back, perhaps, to the early settlement, stands ready and waiting to appropriate it. Indeed our territory has heretofore been so limited, and the roll of honor so long, that we have not yet got beyond the Revolution. The names of Winthrop, Harvard, Warren and Prescott, all strike their roots deep into the rich alluvium of our local history.

I say, sir, in one respect, this is unfortunate. Were it otherwise, we might have expected, ere this, to have had a Frothingham school, an Adams school, a Thompson school, and, perhaps, others. They would certainly be recognized as appropriate names, though, in some instances, there might be a doubt whether given in recognition of the valuable services of a former, or of the present generation. The question, I am aware, has been asked, “What’s in a name?” Sir, a great deal; and if I had the eloquence of an Everett, I think I could answer it as satisfactorily as he answered the question, “What good will the Bunker Hill monument do?” There is an inspiration in the names of the great and good into whose labors we have entered. A virtue goes out from every true man, which becomes inextricably interwoven with his name, and is thus perpetuated.

The historian Bancroft, in speaking of Winthrop, in whose honor this school was named, says, “God so exercised his grace in him that he saw his image and resemblance in every one, and cared for others as for himself.” What a lesson this for all of us, and especially for the teachers of this school! Do they, in every child committed to their care, see an image and resemblance of themselves? If so, we have the best possible assurance that they will care for them as for their own children,—as for themselves.

I hope, sir, that this quotation may be framed and hung up in this hall, as a perpetual reminder, both to teachers and pupils, of

him whose honored name the school bears, and an incentive to emulate his virtues.

In closing, allow me to congratulate the teachers and pupils upon their removal from their old quarters to this pleasant location, and beautiful and commodious building. Nor can I forget, in my congratulations, the Chairman of the Committee, who to-day witnesses the accomplishment of an object for which he has so long and so earnestly labored. I don't know that I am quite ready to recommend changing the name from the Winthrop to the Chapin School, but I am certain that the location and the building will be intimately associated with that name, in the minds of the teachers, pupils, and parents in the Winthrop District.

Remarks were also made by ex-Alderman C. J. Prescott, Supervisor George M. Folsom, Messrs. J. E. Fitzgerald and W. T. Adams, members, and Hon. Wm: H. Leonard, Jr., Vice-President of the School Board. The exercises were concluded by the singing of the Doxology, "Praise God from whom all blessings flow."

L I S T O F S C H O O L - H O U S E S .

LIST OF SCHOOL-HOUSES.

Name.	Location.	No. feet in lot.	When built.	No. of rooms.	Remarks.
Adams	Summer street .	14,100	1856	18 and hall.	
Atherton	Columbia street, Ward 24	25,087	1872	6 "	
Adams street . . .	Ward 24	44,555	1861	2	Moved from Codman st., 1872.
Avon place	Highlands	10,057	1851	2	
Andrews	Genesee street .	5,393	1848	3	
Austin	Paris street	5,360	1849	6	
Auburn	School street, Br.	12,340	...	2	Old engine house on this lot.
Appleton	Appleton street .	18,454	1870	10	
Baker street	W. R.	10,464	...	1	
Boylston	Washington st. .	15,073	1845	13 "	Ward Room No. 16 in this building, and an evening school.
Bowdoin	Myrtle street . . .	4,892	1848	12	
Bowditch	South street . . .	12,006	1862	14 "	Branch of the High School and evening and draw- ing school in this build- ing.
Bennett	Winship pl., Br.	24,259	...	3	
Bigelow	Fourth street . . .	12,660	1850	14 "	
Bunker-hill street	Charlestown . . .	2,957	...	2	Hose House No. 4 on this lot.
Brimmer	Common street .	11,097	1843	14 "	
Bunker Hill Gr. .	Baldwin st., Ch. } " " Pr. . Bunker-hill st. }	19,660	...	14 "	Primary school-house on this lot.
Baldwin	Grant place . . .	6,139	1864	6 "	
Chapman	Eutaw street . . .	13,040	1850	10 "	
Central	Brewer st., W. R.	33,518	...	6	
Comins	Tremont street .	23,780	1856	13 "	Remodelled, 1869.
Canterbury street	W. R.	20,121	...	2	
Comins Branch . .	Smith street . . .	6,952	1849	2	
" " .	Francis street . .	12,074	1853	6	Rebuilt, 1861. Addition built, 1875.
Child street	W. R.	43,024	...	2	
Cheever	Thacher street .	2,003	1846	3	
Cottage place . . .	Highlands	13,500	1859	4	

SCHOOL-HOUSES. — *Continued.*

Name.	Location.	No. feet in lot.	When built.	No. of rooms.	Remarks.
Channing	Cove street	7,140	1866	9	
Cook	Groton street . . .	4,922	1852	6	
Chauney place .	Charlestown . . .	7,410	. . .	1 each.	Two buildings and City stable on this lot.
Cross street . . .	Charlestown . . .	1,708	. . .	2	
Common street .	Charlestown . . .	6,980	. . .	6	
Cushman	Parmenter street	1867		16	
Curtis street . . .	W. R.	13,733	. . .	2	
Clinch	F street	13,492	1871	6	
Capen	Sixth street	12,354	1871	6	
Dwight	Springfield st. .	19,125	1857	14 and hall.	
Dudley	Bartlett street .	7,950	1846	6	Rebuilt, 1865.
Deaf-Mutes	Warrenton street	3,078	1854	6	
Dearborn	Dearborn court .	38,636	1852	14 " "	Rebuilt, 1870.
Dorchester-Ev'tt.	Summer street .	6,097	1876	10 "	
Dwight Pr.	Rutland street .	7,850	1851	6	
Dean	Wall street	3,649	1853		
Drake	C street	10,260	1860	6	
Eliot	N. Bennet street	11,077	1838	14 "	Rebuilt, 1860.
Everett	Summer street, Ward 24	29,300	1855	7	
Everett	Camden street .	32,409	1860	14 "	
Everett	Pearl street, Br.	44,237	. . .	2	
East-st. place .	East-street place	2,706	1840	4	
Emerson	Poplar street . . .	5,924	1861	6	
Eustis street . .	Boston Highlands	13,534	1848	4	Enlarged, 1858.
Florence	Florence st., W.R	25,030	. . .	4	
Franklin	Ringgold street .	16,439	1859	14 "	
Fifth st.	S. Boston	12,494	1874	8	
Freeman	Charter street . . .	5,247	1868	6	
Franklin place .	Hughlands	8,098	1865	4	
Gibson	School st., Ward 24	44,800	1857	6	
Gaston	L st., So. Boston	18,450	1872	14 "	
Guild	East street	7,250	1866	12	
George street .	Highlands	35,353	1861	6	

SCHOOL-HOUSES. — *Continued.*

Name.	Location.	No. feet in lot.	When built.	No. of Rooms.	Remarks.
Green street	W. R.	11,627	..	2	
Grant	Phillips street .	3,744	1852	4	
Haverhill street .	Ch.	5,309	..	1	
Harvard	Bow street, Ch. .	16,306	..	10 and hall.	
High and Latin .	Bedford street .	12,980	1844	16 "	Additional story added, 1863.
High	Monumentsq., Ch.	10,247	..	10 "	
Harvard street .	Harvard st., Ch.	4,645	..	8	
Hancock	Richmond street	28,197	1847	14 "	
Hillside	Elm street, W. R.	18,613	..	6	
High	Kenilworth st. .	6,667	1861	8	Boston Highlands.
High	Elm street, W. R.	32,262	..	5	
High	Dorchester ave., Ward 24	59,340	1870	6 "	
High	Chestnut Hill ave., Br.	54,448	..	5 "	
Harris	Adams st., Ward 24	37,150	1861	8 "	
Howard avenue .	Mt. Pleasant . . .	2,138	1876	2	
Harvard	N. Harvard st., Br.	20,750	..	5	
Hawes	Broadway	14,972	1823	8	
Heath street	Highlands	10,555	1857	2	
Ingraham	Sheafe street . . .	2,193	1848	3	
Lawrence	B and Third sts.	14,343	1856	14 "	
Latin Branch . . .	Mason street . . .	6,386	..	7 "	
Lexington street .	E. B.	9,000	..	8	Ward Room 10 in this building.
Lincoln	Broadway	17,560	1859	14 "	
Lyman	Paris street	26,200	1870	14 "	Rebuilt, 1872.
Lewis	Sherman street .	27,850	1868	12 "	
Lowell	Centre street . . .	35,241	..	14 "	
Mayhew	Hawkins	9,625	1847	10 "	
Mather	Meeting House Hill	6,059	1872	10 "	
Minot	Walnut st., Ward 24	22,790	1856	7	Addition of 6,000 ft. made July 1st, 1873.
Moulton street . .	Ch.	8,130	..	4	
Munroe street . .	Highlands	11,910	1854	2	Rebuilt, 1857.
Mildam	"	1849	2		On land not owned by the city.

SCHOOL-HOUSES.—*Continued.*

Name.	Location.	No. feet in lot.	When built.	No. of rooms.	Remarks.
Mather	Broadway . . .	10,160	1842	10	
Medford street .	{ Ch.	16,780	..	1 each.	City Stables on this lot.
Medford street .					
Mead street . . .	Ch.	6,263	..	4	
Mt. Pleasant ave.	Highlands . . .	9,510	1847	2	
Mt. Vernon . . .	Mt. Vernon st., Ward 23, W.R.	22,744	..	4 and hall.	
Normal	Newton street .	30,520	1870	66 and halls	The number of rooms in- clude those for recita- tions and containing apparatus.
New Winthrop .	Prospect street, Ch.	22,079	1874	16 "	
New Bennet . . .	Chestnut-Hill av., Br.	26,048	..	7 and hall.	
New Florence . .	Roslindale, W.R.	5,961	1876	10 "	
Newbury street .	Newbury street	22,960	1874	8 "	
New Dudley . . .	Dudley street . .	26,339	1874	14 "	
Norcross	D street	12,075	1868	12 "	
N. Margin street	N. Margin street	1,661	1837	2	
Old Lyman	Meridian street .	13,616	1846	.....	Br'ch Library and Ward- room 2 in this building.
Old High	Dorchester ave., Ward 24.	34,460	..	4	Unoccupied.
Oak square	Br.	9,796	..	2	
Old Mather	Meeting House Hill . . . . .	....	1856	7	
Polk street	Ch.	9,600	..	2	
Phillips	Anderson street	11,190	1862	14 "	
Princeton street .	E. B.	17,400	..	8	
Prescott	Prescott street .	39,952	1865	16 "	
"	Elm st., Ch.	14,232	..	14 "	
Pierpont	Hudson street .	4,216	1850	4	
Phillips street . .	Highlands	20,595	1867	8	
Pormort	Snelling place .	4,373	1855	6	
Poplar street . .	W. R.	7,842	..	1	
Parkman	Silver street . .	5,306	1848	6	
Quiney street . .	Highlands	23,453	1874	8	
Quiney	Tyler street . . .	12,805	1847	14 "	Burnt, 1859. Rebuilt, 1860. Bell-tower built, 1872.

SCHOOL-HOUSES.—*Continued.*

Name.	Location.	No. feet in lot.	When built.	No. of rooms.	Remarks.
Rice	Dartmouth street	27,125	1869	14 and hall.	Damaged by fire Dec. 20, 1875.
Roxbury street .	Highlands . . .	14,147	1874	10	
Rice, Pr.	Concord street .	10,756	1845	10	
Shawmut av. near Glen Road . . .	W. R.	12,303	..	2	Ward-room, Ward 18, in this building.
Shurtleff	Dorchester st. .	40,610	1869	14 "	
Shawmut av. near Forest Hill sta..	W. R.	27,450	..	2	
Sherwin	Madison square .	32,040	1870	16 "	Dedicated Feb. 23, 1871.
Stoughton	River st., Wd. 24	29,725	1856	8	
Shawmut ave. . . .	Germantown . .	13,140	..	2	
Smith	Joy street . . .	1,938	1834	2	
Simonds	Broadway		1840	3	On Hawes School-house lot.
Shurtleff, Pr. . . .	Tyler street . .	3,900	1855	6	
Sharp	Anderson street.	5,611	..	6	Ward-room, Ward 9, in this building.
Somerset street .	. . . . .	5,488	..	8	Formerly the Normal Training School.
Savage	Harrison ave. . .	5,537	1862	4	
Starr King	Tennyson street.	11,687	1870	10 "	
Skinner	Fayette street. .	5,238	1870	6	
Tileston	Norfolk street, Ward 24 . . .	83,640	1868	8 "	
Thetford avenue .	Ward 24	29,879	1875	6 "	
Ticknor	Washington Vil.	11,486	1865	12	Clock-tower, built 1873.
Tuckerman	City Point . . .	11,655	1850	6	Enlarged in 1861.
Thomas street . .	W. R.	10,754	..	3	
Thornton street .	Highlands . . .	6,640	1847	2	
Union street . . .	Br.	67,280	..	2	
Vernon street . .	Highlands . . .	7,075	1849	4	Enlarged in 1861.
Winthrop	Tremont street .	15,078	1855	14 "	
"	Bunker Hill st., Charlestown .	7,927	..	12	
Wells	Blossom street .	10,770	1868	10 "	Ward-room, Ward 8, in this building.
Warren	Summer street, Charlestown .	14,322	..	14 "	
Webb	Porter street . .	7,492	1853	6	
Webster	Webster street .	5,036	1852	6	

SCHOOL-HOUSES.—*Concluded.*

<i>Name.</i>	<i>Location.</i>	<i>No. feet in lot.</i>	<i>When built.</i>	<i>No. of rooms.</i>	<i>Remarks.</i>
Webster	Webster ave., Br.	19,761	...	2	
Ware	N. Bennet street.	6,439	1862	4	
Wait	Shawmut ave. .	10,974	1860	8	
Winthrop street .	Highlands	9,775	1857	4	
Winchell	Blossom street .	5,000	1845	5	Remodelled, 1870.
Way street	Way street	2,508	1850	3	
Weston street . .	Highlands	14,916	1854	4	
Yeoman street .	"	18,200	1870	12	

In addition to the foregoing, the following rooms are occupied by schools, being hired at an annual rental of \$10,176.00.

<i>Number of Rooms.</i>	<i>Location.</i>
Two	Day's Chapel, Parker street.
Two	Church on D street.
One	Sterling street.
Two	Cor. Shawmut ave. and Codman Park.
Two	Everett avenue, Ward 16.
Three	Boston street, Ward 16.
Two	Unitarian Church, Neponset, for Evening School.
Six	Gogin's Building, Dorchester street.
Two	Bank Building, cor. of E street and Broadway.
Three	Oakman's Building, Walnut street, D. D.
One	Seaverns' Hall, West Roxbury.
One	Market street, Brighton.
One	Union square, Brighton.
One	Washington Village, M. Episcopal Church.
One	Dudley Hall, Green street, West Roxbury.

Boylston Hall, over Boylston Market, is hired for a drill-room for the scholars belonging to the Latin and English High Schools.

Bacon's Hall, Highlands, is hired for a drill-room for the scholars belonging to the Roxbury High School.

Amory Hall, Charlestown, is hired for a drill-room for the scholars belonging to the Charlestown High School.

SANITARY REQUIREMENTS
IN
SCHOOL ARCHITECTURE.

[*From Superintendent's Report, p. 120.*]

"I regard this proper (Sanitary Requirements in School Architecture, by Dr. Sinclair), of so much practical importance, as a summary of the best opinions relating to the sanitary requirements in school-houses, that I deem it my duty to recommend to the Board that it be printed with the forthcoming Annual Report of the Board."

[*From Proceedings of School Committee, Jan. 23, 1877.*]

"On motion of Mr. Perkins, it was

"Voted, That the paper on the Sanitary Requirements in School Architecture, prepared by Dr. D. F. Lincoln, for the Social Science Association, be included in the forthcoming volume of the Annual Report."

SANITARY REQUIREMENTS
IN
SCHOOL ARCHITECTURE.

BY D. F. LINCOLN, M.D., BOSTON.

SECRETARY OF THE HEALTH DEPARTMENT OF THE AMERICAN SOCIAL SCIENCE ASSOCIATION.

The most instructive works upon this subject must be sought in the German language. Varrentrapp, in 1868, gave sixty-two references to books and monographs, mostly in German. There are constant improvements made by the English in all sanitary matters, and we [have some things already to learn from them in school hygiene, though their system of common schools has been in existence but a few years; but there are peculiarities in their methods of instruction which make their plans unavailable for our use. The Germans, on the other hand, allot one room to each class and teacher, so that their school-houses might be directly transferred to American uses. It is needless to say, however, that even their plans are open to criticism.

In America, at all events, the most complicated and costly structures often turn out failures in a sanitary sense. Of those built as long ago as five years, it would be hard to name one that is quite satisfactory.

As the Germans have been the deepest students of

this subject, it is well to mention here certain points in which their schools differ from ours. Of the value of those points the reader may judge:—

1. In Germany the janitor lives in the school-house, unless it be quite small.

2. The head-master and his family also live in the school-house.

In this there is nothing inconsistent with German habits, though to an American, at the head of a first-rate Grammar School in a large city, it would seem queer to have to occupy a suite composed of "two chambers, a cabinet, ante-chamber or entry, and kitchen," in the third story of a school-house, as is the law in Vienna.

3. The boys and girls are kept most strictly separate.

4. Much more stress is laid upon precautions against damp, cold, wind, sun and draught, than is usual in America. The same is the case in English architecture.

5. The Germans, though niggards in respect to the size of school-rooms, are surprisingly liberal of corridor space, and of rooms for consultation, drawing-rooms, libraries, cabinets and laboratories. A hall for assembling the whole school is considered indispensable in all higher schools.

6. Gymnastics being universally taught, it is usual in boys' higher schools to have a room set apart for the purpose, sometimes in the house, but usually in a separate structure in the yard.

A "summer gymnasium" is often fitted up in the garden for open-air use. This practice is strongly

to be commended. The necessity, in cities, of enforcing some athletic discipline of the body is now obvious to careful observers, and needs no argument here. Some of our schools have a large play-ground, where the boys may run and shout as much as they like; but in cities there is little chance for the generous development of this part of a boy's nature, unless it be done systematically and enforcedly.

Calisthenies are good for little boys, but older boys get to regard it as childish and monotonous; and however excellent military drill may be, it is not a fit means for ensuring the symmetrical and handsome development of a weakly boy; it interests and it is popular, but it is understood by military men to lack many points, when considered as an element in the education of the body; and girls, who most need gymnastics, are excluded from military exercises.

7. Finally, the custom prevails in country schools of setting apart a lot of ground for the teacher's garden, and another piece for teaching the scholars botany, horticulture and the culture of trees. In Silesia, where the system is best carried out, not only is this done, but the care of bees and silk-worms is taught.

We will now proceed to take up in order the points that should be attended to by our own builders.

In choosing a site for building, dampness of the soil must by all means be avoided. For this reason high land, particularly if the soil be composed of sand, gravel, or other pervious material, has an advantage. It may be that digging will reveal hidden springs in the foundations or cellar; in this case

the site is inadmissible, unless the water can be diverted; a concrete floor will not keep out water from a cellar built in a saturated soil. Under-draining, to the depth of the cellar floor, will relieve cellars of the water which seeks to enter from the sides in wet seasons; but if this is apprehended, an area had better be excavated outside to the depth of the cellar. The bottom of the cellar ought to be at least three feet above the average level of the water in the soil. To give further protection against the influx of surface water, the yard should be paved, particularly the portion nearest the school-house, and well drained. The neighborhood of ponds or swamps is believed by many authorities to have an influence in producing consumption. Too many trees near the house may be unwholesome in some situations; besides which, they darken the rooms, and make the light flicker.

The neighborhood of noisy or offensive establishments, as foundries, railway stations, markets, shambles, stables, and nuisances generally must be avoided.

The space devoted to a school should be twice as large as the house, including all contemplated future enlargements, will actually cover. Even this amount of spare land is hardly enough for a play-ground, but it will at least suffice to meet the urgent demand for free space about a school-house. A belt of thirty feet, on all sides that are liable to be overshadowed, is the least that should be given, in order to secure proper lighting and a free play of air. It would be well if the law forbade the erection of walls near a

school-house to a height greater than the distance between them and the school. As regards the amount of play-ground required, the Germans have estimated it as at least three meters for each child, which would give nearly 20,000 feet for a school of 600 pupils.*

Great diversity of opinion exists as to the proper way for the house to face. Some object to the north, because no sunlight enters; some think the north most desirable for all occupations requiring pure and strong light, as the use of the microscopes. The east is bad, if exposed to storms; the west may be equally bad in some places.

The entrance of the *direct* rays of the sun cannot be necessary, even if desirable, to ensure a good light for study; but the atmosphere of a room never reached by these rays is not apt to be wholesome. To avoid, therefore, the two extremes, of excessive light and heat on the one hand, and of sunless exposure on the other, Olmsted's suggestions may be followed, and the house made to point with its four corners—not its sides—to the cardinal points of the compass. This position ensures its receiving the sun's rays in every window at some time of the day.

The cellar story, or that which is partly underground, is limited in its uses. No school-room, meaning a room for regular study at the desk, is allowable in any story of which any portion is under

*Adolf Gerstenberg ("Die Städtischen Schulbauten Berlins, 1871) gives plans of ten of the newer schools of Berlin, from a rough measurement of which it appears that the average surface of the yards attached to these schools equals 3.4 the space covered by the school-houses. The schools are of various grades.

ground; on the contrary, the ground-floor or floor above the cellar should in many localities be raised four feet above the level of the street in order to insure perfect protection against dampness. And even the cellar ought to have a double floor with air space, if the soil is not quite dry.

Play-rooms, for use in rainy days, are very properly placed in a dry cellar. Even a gymnasium may be located there, if the ceiling is high. But these ought to be placed at the side of the cellar, where the slope of the land leaves the wall entirely above ground, and their ventilation and heating must be provided for with the same care that is given to rooms upstairs. They must be floored with wood, or, still better, paved with stone slabs or hard face-brick, with the seams filled in; ordinary brick wears into an annoying dust under the children's feet.

A few water-closets, say two or three, should be placed in the cellar, and as many on each story. One is to be appropriated to the master; one on each floor is for lady teachers; one at least on each floor for the girls, if there are any. Basins for washing the hands, and saucets for drinking, are to be placed on each floor. Water-closets must be separately ventilated, and ought to have a window opening directly upon the outer air; it is well to provide also that they have double doors, with an escape for the air between. The architect should place them as remote as possible from occupied rooms or stairs. With all these sanitary conveniences it must be remembered that a constant danger is connected. A bad arrangement of the traps, the use of perishable lead pipes instead of iron,

the improper location of drains, or an improper slope or angle, or any one of a score of faults, may give rise to a deadly nuisance, imperilling hundreds of lives. It is not the place here to enter into a description of these faults.

The accommodations for the mass of scholars are often placed in the yard; in this case there is exposure and hardship to the children, and there ought to be, at least for girls, a covered passage to the place. Of late some excellent architects have preferred to place them in the basement, and there is some reason to hope for good results from this plan. They ought not to be put there unless the most thorough provision can be made for their ventilation, for they are very liable to become nuisances unless the best of care is taken. Urinals ought to be of slate, and provided with an abundant supply of running water at all times when they are liable to be in use. The safest plan, if privies are placed in the cellar, seems to be to range the seats over a sink or brick trough with a rounded bottom, full of water, and emptied and cleansed at the close of each day. Two such rows of seats may be placed back to back, separated by a double wall; the space in the wall opens downward to the trough or vault, and upwardly it is continued through the house to the roof, the ascent of the air being urged by the introduction of steam coils at proper points. It is best to make all ventilating flues of galvanized iron; I do not feel sure that the plan of a double wall may not allow the passage of gases through plaster or brick into the rooms. A modification of the Jennings water-closet

has been adapted to the use of schools, and is probably desirable. The old-fashioned "pan-closet" is not to be recommended; it is essentially filthy, and in ten years of use this is pretty sure to become manifest by a permanent odor.

The doors of the house ought to open outwards towards the street, to prevent a block in case of a panic, such as an alarm of fire occasions. And with the same view it is necessary to make them abundantly wide; from eight to twelve feet is not more than enough. One such door should be placed close by the foot of each staircase, and, if possible, directly in front; the doorway should in every case be wider than the stairway that leads to it. A liberal provision of scrapers and door-mats must be made, and it should not be beneath the dignity of the sanitarian to see to them, for the wholesomeness of the house depends very much on the cleanliness of the floors and walls. Dust is a thing abhorred of good housekeepers, and positively dangerous to the lungs in many professions. Many schools, even of the best class, are characterized by a most peculiar foul smell, most like that which clings to the bars of gymnastic apparatus, and betraying the fact that the floors and other woodwork are saturated with the more or less volatile products of animal decomposition arising from the perspiration, breath, saliva, and the countless scents brought in the children's clothes from the domestic fireside. To avoid this evil as far as possible, it is recommended to select wood that is little porous. For the floors, hard pine, saturated in hot linseed oil before laying, will give a surface nearly

impenetrable to moisture or vapors, which dries instantly when washed, and is very durable. Many other points of cleanliness are to be mentioned. For instance, the registers for hot air or ventilation must be arranged so as not to become dust-holes, or receptacles for papers, or spittoons, as they are innocently supposed to be by the children; they may be placed at some height, say at least two feet from the floor, and shielded with wire nets. The objection to this position is that the air meets with considerable obstruction in passing a bend in the pipe; there is also some inconvenience in letting the air issue horizontally. There is a plan, successfully adopted in some cases, for bringing all air in at the top of a room, and exhausting foul air from near the floor. But the whole subject of ventilation must be touched very lightly in this essay; it is hoped that it may be thoroughly presented in a year from now.

The entries and corridors must be spacious relatively to the stairs, especially at the foot of the latter. In large houses a width of ten or twelve feet is required. They should be lighted directly from out of doors when possible, and the lights should be placed at opposite ends, so as to ensure a free natural ventilation, which on many days of the year, even in winter, is the best for entries. It is hard to ventilate entries that occupy the centre of schools. Of this the Boston High and Normal School for girls offers an instance. The doors of the rooms stand open in study time, so that the whole house gets an equable foul atmosphere at about 70° - 74 , and when recess comes the girls stroll about these hot entries, in large groups, unvisited by a breath of fresh air.

The stairways should be fire-proof, by which I mean that they should, if possible, be isolated by solid brick walls on at least three sides. Like the entries, they must be lighted from the outside. There must be at least two staircases for a building of the size contemplated here, and some architects will consider three necessary. The width must be at least six feet in the upper story and eight in the lower, and regard must be had that the height of the steps is not too great for children. Spiral stairs are inadmissible, for the steps are very narrow next the wall, and if the child falls the descent is very steep at that point. Wedge-shaped stairs are inadmissible for the same reason, in turning a corner; they are common in private houses, but dangerous when crowded. Wells are undesirable on this account, although they have a certain advantage in ventilating the entries. If they are used, the staircases are to be sheathed; banisters are totally unnecessary; the rail should be about four feet above the riser. A staircase which ascends the height of a story without a break is not desirable; one or two landings (half-whole landings is the technical term) should be introduced to afford a momentary resting-place.

We now come to consider that part of the house to which everything else is subsidiary, the school-rooms, or rooms where, in our system, most of the studying and recitation of the day is done, each large enough for one teacher and her scholars.

And in the outset let me claim that no school-room, in the sense here used, should be placed so that the scholars shall have to climb two or three flights of

stairs to reach it. Two stories of school-rooms are enough; more cannot be, or are not likely to be, properly ventilated. A third story, if added, may contain a large hall for the daily assembling of the entire school, and sundry other rooms for cabinets, libraries, laboratories, and so forth. I am tempted to add that it is very convenient to have *one* school-room in the third story; but, if this one room be allowed, the School Board must lay it to their conscience that it be not used (as it will naturally be) by the girls of the *oldest class*. It is on behalf of the girls more especially that the claim for diminishing the height of school-houses is here made. The evils which a certain proportion of girls must suffer from having to climb many stairs are familiar to you, at least by name and from hearsay.

And again, if the older girls are put up two or three flights, it is very hard to get them to come downstairs to play at recess time; they ought not to have to go down so far, in fact; but, in the mean time, the room cannot be properly aired out, in the recess, if they remain in it.

No room for study ought to be put in any floor that is at all below the grade of the street. This is needful as a precaution against dampness.

In furnishing directions for planning a model school-house, I would limit the number of pupils to forty in a room. In so doing I trespass, no doubt, upon the ground of professional educators. I do not give it as a fixed opinion, but as a strong impression, that forty is a large enough number for one teacher to attend to; and, if my view is not sustained, there is no difficulty

in adapting the size of the rooms to fifty pupils. More than fifty must be considered as very undesirable.

The number of scholars fixes the size of the room. A certain cubic space is required for each pupil, in the interest of good ventilation. It is quite possible to have a crowded room well ventilated, if all the occupants are indifferent to draughts of air; but in planning a school-room we must avoid crowding, for the simple reason that a sufficient amount of air cannot be brought into a crowded room without endangering health in a worse way than close air endangers it. It is found by experience that when the room contains 250 cubic feet per scholar it is spacious enough to allow of the rapid diffusion of air without the production of perceptible currents. This may be stated in a form easier for use, viz.: The floor ought to contain twenty square feet for each scholar, and the ceiling ought to be twelve and a half or thirteen feet high. Probably this is more than is absolutely required by the youngest children.

I am perfectly aware that this space is larger than is sometimes required. Among those who have written upon the subject I may mention A. C. Martin, who fixes the minimum space at 220 cubic feet. Prof. Kedzie, of Michigan, says 300 is the minimum for even small scholars.

The recent Sanitary Committee of the Philadelphia School Board claim 200 or 300, while the Committee of the New York Medico-Legal Society mention 150 as a minimum. In Germany, according to Varrentrapp, the legal minimum in different States ranges from 284 feet to 120 feet. Varrentrapp himself re-

quires for young scholars 145, and for older ones 195, which is probably rather below the mark. The city of Vienna and Lower Austria requires from 150 to 180 feet. Ficker, in reporting officially upon the Exposition at Vienna, mentions data from which I infer that he requires considerably less space. But all these German figures are vitiated, even as the air of their schools and lecture-rooms is vitiated, by the national insensibility to foul and close air in rooms, and their urgent need of economy in all expenditures. In America recent examinations of schools in several large cities have revealed a state of crowding positively shocking to contemplate, and wholly inexcusable, going in repeated instances to the point of allowing less than 50, and, in one, only from 33 to 41 cubic feet per scholar. How little the requirements of health are yet understood is shown by the provisions of a by-law adopted in May of the present year (1876) by the Board of Education of the city of New York, which makes the minimum of cubic space required in the lowest schools 70 feet, and in the higher grades of grammar schools 100 feet. Even this is an improvement upon the condition of things previously existing.

I have remarked that small children probably require less cubic space than older ones. Or, in other words, that a room in which forty boys of fourteen or fifteen years of age can be supplied with abundance of fresh air without draughts, is large enough for fifty or more of the age of seven or eight years. I cannot speak positively as to the amount of air breathed by these two classes. A boy at fourteen will eat at least

as much as his father does, though he weighs one-fifth or one-fourth less; his respiration is more rapid, and all the organic processes, of which respiration discharges its due proportion, are more active. Hence I do not believe we are justified in supposing that he needs less fresh air than an adult; he probably needs more. But a child of seven or eight years, though also very active, certainly does not consume so much food; and it is allowable to suppose that the products of disintegration discharged by the lungs are correspondingly less. Pettenkofer states, on the contrary, that a boy weighing fifty pounds produces as much carbonic acid as an adult weighing one hundred.* But Andral and Gavarret state that at the age of 18-20 more than twice the amount is exhaled than is given out at the age of 8 years (at 8 years, 18.33 grammes in an hour; at 15, 31.9; at 18-20, 41.79).† The latter statement is certainly to be preferred.

A height over fourteen feet is quite unnecessary in a school-room; it contributes nothing to ventilation, though the case is different in a large hall.

The shape is to be governed by two facts. First, the voice is best heard in an oblong room, with the speaker near one end. If the teacher sits at the middle of one of the long sides, she has the scholars less under control; the eye does not reach them so

* Abhandl. d. Naturwissenschaftlichtechnischen Commission bei der Kön. Bay. Akad. d. Wiss. in München, Vol. 2, 1858, p. 106.

† And General Morin, Director of the Conservatory of Arts and Trades at Paris, in a treatise on ventilation, now publishing by the Smithsonian Institute, assumes that adult schools require twice as much fresh air as primary schools.

easily, therefore the plan of the school should place her desk near the end of the room. It may be remarked that the echo of the voice is much lessened by causing the corners of the room, particularly where the cornice is sometimes put, to be rounded off on a curve of four inches radius. Cornices are undesirable, because uncleanly. The second fact determining the shape of a room is that we cannot fully light it if its depth is much more than once and a half its height. A room thirteen and a half feet high may, therefore, be twenty feet across, or, allowing for an aisle at the side of the room, twenty-three or four. With this width, thirty-three feet in length is required to give the 800 feet of floor space asked for. The windows must, of course, be put along the long side of the room. Columns and piers are to be avoided in school-rooms. If made of masonry, they obstruct light; if of iron, they are said to convey sound, by vibration, to the stories above and below.

Each school-room opens from near the teacher's desk directly into an entry.

A clothes-closet is indispensable to hang up the children's outer garments. This opens by one door into the entry, by another into the school-room, if convenient. It must be spacious, well lighted, ventilated and warmed. The teacher ought also to have a private closet.

The walls may be colored a light green or a neutral gray; the ceiling had better be white, as reflecting more and purer light. No paper is admissible; it is commonly a mere refuge of sluttishness. Blackboards ought not to be placed between or next to

windows, for the simple reason that it is hard to read when facing a strong light. There will be three sides of the room, or in any case two, for blackboards, under the proper plan. The sides of the room are wainscoted up to the level of the blackboards; in the entries the wainscoting is carried to four feet and a half, for reasons of cleanliness.

The windows ought to open directly upon the outer air. No room for study is properly lighted otherwise. A transom window is to be placed over each door. To protect from excess of light, inside folding blinds with rolling slats are very satisfactory; they throw the light up or down at option, and they admit fresh air in summer without noise, while curtains are likely to get injured in a high wind.

It is perfectly feasible to get an abundance of light if care be taken. But the requirements made by sanitary science in this respect are very strict; fortunately they can be fulfilled without great expense. An ordinary dwelling room cannot usually be considered adequately lighted for school purposes. For ordinary uses it is sufficient for the occupant to move his work near a window when he has a difficult bit to do; but a scholar must have a perfect light, wherever in the room he sits. The requisites to this end are as follows: —

(a.) The sill had better be placed at least four feet above the floor. Light entering at the level of the eyes only dazzles, and is almost useless for illuminating the tops of desks. Make the interior of the room pleasant, and the scholars will not want to look out at the window.

(b.) The top of the window must come as near as possible to the ceiling. By using iron girders we can bring it within eight inches of the latter, and this should be required. The reason for this requisition is that the most useful light for a scholar's purpose is that which strikes his desk at something near a right angle. This is furnished, first, by the upper part of the windows, and, second, by the ceiling; hence the propriety of using every means to secure the thorough illumination of the latter,—a point which is neglected in most dwelling-houses, churches, and schools. Evidently the heads of the windows must be square, and not rounded or pointed, as is the case in certain picturesque styles of architecture. Neither is a pier of masonry dividing a window desirable. The roof must not project so as to cut off any appreciable light; nor are verandas at all allowable in the quarter whence light is supplied. There must be no wing or projection, no pier or column, in the way of light. These restrictions set a limit to the indulgence of the architect's taste, but they leave room enough within the limit. If projections are forbidden, flat decoration and ornamental brick-work are admitted; and shafts, wide doors, groups of windows, are features which can be seized upon to give a characteristic style to the building, which need be neither ecclesiastical, Hellenic, nor commercial.

(c.) The proper position of the windows is tolerably well settled. No window should be placed in front of the scholar; for the light thus entering is worse than wasted, blinding him at his work, and tending directly to produce near-sight. Windows

on the right are slightly objectionable, as throwing a shadow on the page whenever the hand is used, in ciphering, drawing, writing. Windows at the back throw the pupil's own shadow on his book; but this is not a serious matter except for those who sit next a window, and they have light enough at any rate, while for writing they are extremely well placed, as it is usual to turn partly to the left in this exercise. Windows at the left are entirely free from objection, as far as they can be free. The ideal light should come from over the left shoulder, or the right shoulder if one is sitting up and reading; but if looking over a desk this is rather inconvenient, and the best is then a very high light, from the left and a little in front. In brief, the rule for placing windows is—*never* in front; *always* on the left; at the back also, if you choose, but not at the right if you can help it. Light from the left and the back at once does not harm the eye, and practically is quite admissible; the only person to find fault is the teacher, in whose eyes the light will fall directly. These principles commend themselves to common sense, and are in accordance with the highest medical authority in this country; the German authorities agree substantially with what I have said, though they differ among each other in the degree of emphasis with which they forbid the rear and right-hand windows. English schools are peculiar, and, from the shape of the rooms and the presence of galleries, are often hard to light.

The size of the windows, taken collectively, should equal at least one-sixth of the floor space. Cohn

requires one-fifth, or thirty inches to the foot. Less than this will probably be insufficient in many cases. It is also stated by the highest authorities in school hygiene that three hundred or three hundred and fifty square inches of glass are required for each pupil, and this requirement is nearly coincident with Cohn's in the German school-rooms; in ours it would not be nearly enough.

VENTILATION.

It is not necessary to state the very large amount of air that ought to be introduced every minute for the use of a body of forty scholars. It is, however, pertinent to remark that the ordinary means of ventilating rooms are totally inadequate to this case. A stove will exhaust air enough for only one person, and there is no practicable way of securing our object in this severe climate without special and large provision, both for warming air and for exhausting it through flues by suction. In almost every point the methods commonly used in our best schools are defective. The air entering through the cracks and doors, though large in amount, does not supply the demand; the use of the patent main ventilator does not ensure good air, in my experience, though it does much to mitigate matters. The heated air from registers is usually damaged by contact with cast-iron furnace plates. The stoves used in school-rooms often have the same fault as furnaces, namely, they permit the transfer of the gases of combustion into the room, and, even if made tight, a gust of wind often

sends a puff of poisonous vapor down the chimney and out at the stove door. The ducts or flues for ventilation are usually miserably small and badly placed; their outlet is sometimes in the attic, and, what is an almost universal fault, there is no provision made for an exhaust; no suction is applied to ensure a draught from the rooms. As far as I know, there is no proper method of ventilating school-rooms (when windows are close) except that of large air-flues communicating directly with a straight shaft of brick, in which a fire, or a coil with steam or hot water, is kept to procure a draught. Steam-power may be economically applied with the same object. It is well to have a name for this method; we will therefore speak of it as the method by exhaustion, as distinguished from the method by propulsion. In ventilating by propulsion, air is warmed, mixed with a proportion of cool air, and forced by a steam fan through pipes and conduits into the rooms. It is generally a wasteful and dangerous method, besides often failing in its object. In the case of the Boston City Hospital it has been entirely given up, it being found that much good air leaked out in its transit through thousands of feet of tubes, and much foul air leaked in from neighboring drains in underground regions, which seriously affected the rate of mortality among surgical patients.

It has often been questioned how high in the walls the openings of the air-ducts ought to be placed. Of course they may be put in the floors; but, as before remarked, they are liable in this situation to become waste-baskets for the scholars and dust-holes for the

woman that sweeps. But there are two theories in favor, respectively, of a low and a high situation for the outlets for foul air, which we may notice in this part of our remarks. According to the one, all foul air emanating from the lungs is highly charged with carbonic-acid gas, and therefore, as the gas in question is heavier than air, the foul air forms a layer at the bottom of the room. According to the other, the expired air is heated to ninety-eight degrees Fahrenheit, and therefore must ascend to the ceiling in virtue of its superior levity. Both theories are based on fact, and both are nearly useless, because they neglect a third fact, which is that a very few minutes suffice to distribute or diffuse any gas to all parts of the room in nearly equal proportions, no matter where it has been introduced. The children's breath, therefore, issuing warm from the lungs, ascends to the ceiling, but on its way upwards it distributes its vapors and gases to each successive layer of air it encounters. So that it is well to have the ventilating flue brought right straight down in the wall to the floor, or near it, and one opening made near the latter, and another at the ceiling. A room requires two flues, of a sectional area of two and one-half feet each, for the exhaust method of ventilation. They are placed remote from each other and from the place where heated air enters. A ventilator at the ceiling, directly over a hot-air register, is a fault sometimes observed, absurd as it appears.

In regard to the supply of warm air, be it remarked first that opinions differ widely as to the proper heat

of a school-room. The President of the Massachusetts Board of Health considers 70 degrees as proper. Varrentrap, whose article is of very great value, says that "a thermometer distant ten feet from the stove and five feet above the floor ought not to mark over 15 degrees R." — that is $65\frac{3}{4}$ degrees F. Ficker states 14 degrees R. (equal 64 degrees F.) as the proper temperature. Morin says, "In well-ventilated places, with a constant change of air, higher temperatures can be easily borne, and even be found pleasant, than those which would be found oppressive where the air is not changed. Nevertheless, the internal temperature should not be kept above the following points: —

Nurseries, asylums and schools	59	degrees.
Workshops, barracks, prisons	59	"
Hospitals	61-64	"
Theatres, assembly-rooms, lecture halls	66-68	"

"The fresh air introduced should generally have about the temperature it is desired to maintain in the room, as soon as this is sufficiently warmed" unless there are many windows or other sources of waste of heat; most physicians will admit, however, that 66 degrees is warm enough. Many persons of the age of 50 and upwards, consuming little food, taking little exercise, and therefore generating an imperfect supply of bodily warmth, are chilly if the air falls below 70 degrees; some of my acquaintance desire 80 degrees in order to enjoy perfect comfort; and if the head of the school happens (as is so often the case) to belong to one of these classes the scholars will suffer from excess of heat, if the furnaces are powerful, while the influence of a robust and deep-chested

master is as invigorating, during our parched and torrid January weather, as a blast of sea air in August. Such a master will have his windows open, if no other way will serve; and in moderate weather this is certainly better than overheating.

And windows are an essential thing, not only as supplying light, but, in their etymological sense, as wind-doors. School-rooms cannot be expected to be so well ventilated by shafts and ducts as not to require a daily thorough airing out after school. This is an expensive measure, of course; so is all ventilation.

A very great deal of heat is lost, to no good purpose, by the chilling action of windows. Double windows are, therefore, a valuable economical feature, but they ought to open at top and bottom, inside and out. A double window, of which the outer lower sash is raised, and the inner upper sash is slightly lowered, affords a certain amount of pure air, warmed to some extent by its contact with the inner panes.*

I had intended to say little about these matters, but find myself drawn on to speak. In regard to heating, let me quote again from Morin as follows : "Every heating apparatus or system of heating which does not provide in itself for an ample and regular change of air, or which is not connected with suitable arrangements for producing such a change, is injurious to

* A good deal may be done by raising the outer lower sash and lowering the inner upper of double windows, which allows the admission, close to the ceiling, of air which has been somewhat warmed by contact with the inner windows. Another way to assist ventilation consists in placing a strip of board, seven inches wide, under the lower sash; in this case the air enters in a perpendicular direction between the upper and lower sash. The board is as long as the window is wide, and may be hinged to the bottom of the frame so as to fold up inside.

health." This is simply an axiom, but it excludes most stoves and most systems of heating in which coils of pipe stand in the rooms and entries. A stove, of the air-tight sort,* may exhaust about enough air for one person; an open fire-place, enough for a dozen or less. In general, every system which overheats the air is injurious.

In conclusion I have to mention a few rooms, accessory to the main purpose of education (as heretofore understood by Americans), but in reality not only indispensable aids, but necessary *per se*.

First in importance is the room for gymnastic exercise, which must be, in a large school, at least, twice the size of a school-room. Three times the size is not extravagant. The Germans usually locate it in a separate edifice, in the yard; it ought, according to high authority, to be at least twice as long as broad,—twenty-five or thirty meters long and ten wide, and seven or eight high, which gives a floor space fully equal to three of our school-rooms. As to height, the ordinary room of fourteen feet will do for our purpose. Abundance of light and air and warmth must be provided.

A large hall for assembly is thought an essential feature in American schools. Let me remark upon an expedient intended to supply its place, consisting in the use of sliding glass partitions between adjoining school-rooms. By the use of these several rooms may be at once thrown into one; but, whatever may be

* Probably burning five pounds of coal per hour, or requiring 1,000 cubic feet of air.

their value, they are liable to be so used that the scholar finds the light shining in his eyes.

Other desirable rooms are, one for the master to receive visitors, one for teachers to meet each other, and, in case the school requires it, a cabinet, library and room to store apparatus.

Imperfect as these statements must be, they are presented in the hope of awakening discussion. The author will be greatly obliged to any one who will correct errors, or suggest points that may have been overlooked.

ORGANIZATION

OF THE

SCHOOL COMMITTEE AND SCHOOLS,

FOR 1877.

SCHOOL COMMITTEE

FOR 1877.

HON. FREDERICK O. PRINCE, Mayor, *ex officio.*

[Term expires January, 1878.]

Warren Fletcher,	George H. Plummer,
William H. Learnard, Jr.,	Lucia M. Peabody,
James Morse,	Nahum Chapin,
Charles Hutchins,	William T. Adams.

[Term expires January, 1879.]

Warren P. Adams,	John B. Moran,
George A. Thayer,	Godfrey Morse,
Charles C. Perkins,	Abby W. May,
John G. Blake,	John J. Hayes.

[Term expires January, 1880.]

Charles L. Flint,	Henry P. Bowditch,
F. Lyman Winship,	William J. Porter,
William H. Finney,	John W. Ryan,
Ezra Palmer,	George M. Hobbs.

OFFICERS OF THE BOARD.

President.

HON. FREDERICK O. PRINCE, *Mayor*,

Vice-President.

HON. WILLIAM H. LEARNARD, JR.

Secretary and Auditing Clerk.

GEORGE A. SMITH.

Superintendent.

JOHN D. PHILBRICK.

Supervisors.

BENJAMIN F. TWEED,
WILLIAM NICHOLS,
SAMUEL W. MASON,

LUCRETIA CROCKER,
ELLIS PETERSON,
GEORGE M. FOLSOM.

Messenger.

ALVAN H. PETERS.

STANDING COMMITTEES.

Elections.

Ezra Palmer, Chairman,	George M. Hobbs.
William H. Finney,	

Rules and Regulations.

William H. Finney, Chairman,	James Morse,
George A. Thayer,	Ezra Palmer.
Abby W. May,	

Salaries.

Godfrey Morse, Chairman,	Nahum Chapin,
George H. Plummer,	John J. Hayes.
Ezra Palmer,	

Accounts.

Wm. H. Learnard, Jr., Chairman,	Godfrey Morse,
Charles Hutchins,	Warren P. Adams.
William H. Finney,	

Text-Books.

Charles Hutchins, Chairman,	Godfrey Morse,
Ezra Palmer,	Warren P. Adams.
John G. Blake,	

Licensed Minors.

George A. Thayer, Chairman,	Nahum Chapin.
William J. Porter,	

Deaf-Mutes.

Ezra Palmer, Chairman,	John W. Ryan.
William H. Learnard, Jr.,	

Military Drill.

Godfrey Morse, Chairman,	John J. Hayes.
Warren Fletcher,	

Drawing.

Charles C. Perkins, Chairman,	Charles L. Flint,
George A. Thayer,	James Morse.
Lucia M. Peabody,	

Evening Schools.

Warren Fletcher, Chairman,	John J. Hayes,
Warren P. Adams,	William J. Porter.
James Morse,	

School Houses.

Nahum Chapin, Chairman,	John B. Moran,
George H. Plummer,	Henry P. Bowditch.
Charles L. Flint,	

Music.

Charles C. Perkins, Chairman,	Abby W. May,
F. Lyman Winship,	William T. Adams.
John G. Blake,	

Kindergarten Schools.

John G. Blake, Chairman,	Henry P. Bowditch.
Lucia M. Peabody,	

Truant Officers.

The Mayor, Chairman,	John W. Ryan,
Wm. H. Learnard, Jr.,	George M. Hobbs.
Warren Fletcher,	

Seizing.

F. Lyman Winship, Chairman,	John W. Ryan,
Nahum Chapin,	Warren P. Adams.
Lucia M. Peabody,	

Nominations.

William H. Finney, Chairman,	William J. Porter,
Wm. H. Learnard, Jr.,	Ezra Palmer.
George H. Plummer,	

Examinations.

George A. Thayer, Chairman,	John B. Moran,
Charles Hutchins,	Lucia M. Peabody.
Charles L. Flint,	

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

COMMITTEE.

Charles Hutchins, <i>Chairman.</i>	Abby W. May, <i>Secretary.</i>
Wm. H. Learnard, Jr.	John B. Moran.
George M. Hobbs,	

Larkin Dunton, <i>Head Master.</i>	Julius Eichberg, J. B. Sharland, H. E.
Jenny H. Stickney, <i>First Assistant.</i>	Holt, L. W. Mason, <i>Teachers of</i>
L. Theresa Moses, <i>Assistant.</i>	<i>Music.</i>
Walter Smith, <i>Teacher of Drawing.</i>	Amos Albee, <i>Janitor.</i>

RICE TRAINING SCHOOL.

IN CHARGE OF COMMITTEE ON NORMAL SCHOOL.

LUCIUS A. WHEELOCK, *Principal.*

RICE SCHOOL.

Corner of Dartmouth and Appleton streets.

Lucius A. Wheelock, <i>Master.</i>	Charles F. Kimball, <i>Usher.</i>
Edward Southworth, <i>Sub-Master.</i>	Martha E. Pritchard, <i>First Assistant.</i>

THIRD ASSISTANTS.

Elsie J. Parker,	Dora Brown,
Florence Marshall,	Martha J. Porter,
E. Maria Simonds,	— — —,
Ella T. Gould,	Elizabeth M. Burnham.
J. Annie Bense,	Amos Albee, <i>Janitor.</i>
Eliza Cox,	

PRIMARY SCHOOLS.

Appleton Street.

Ella F. Wyman,	Ellen F. Beach,
Grace Hooper,	Anna B. Badlam,
Sarah E. Bowers,	Emma L. Wyman.
Florence M. Proctor,	George W. Collins, <i>Janitor.</i>

HIGH SCHOOLS.

COMMITTEE.

Charles L. Flint, <i>Chairman.</i>	Abby W. May, <i>Secretary.</i>
Godfrey Morse,	Henry P. Bowditch.
George A. Thayer,	

PUBLIC LATIN SCHOOL.

Bedford Street.

— — —, <i>Head Master.</i>	Frank W. Freeborn, <i>Usher.</i>
Moses Merrill, <i>Master.</i>	William H. White, <i>Usher.</i>
Charles J. Capen, <i>Master.</i>	Jean Gustave Keetels, <i>Teacher of French.</i>
Arthur I. Fiske, <i>Master,</i>	George A. Schmitt, <i>Teacher of German.</i>
Joseph W. Chadwick, <i>Sub-Master.</i>	Charles A. Barry, <i>Teacher of Drawing.</i>
Cyrus A. Neville, <i>Sub-Master.</i>	Julius Eichberg, <i>Teacher of Music,</i>
— — —, <i>Sub-Master.</i>	Brig. Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
— — —, <i>Usher.</i>	Charles H. Brooks, <i>Secretary.</i>
Edward M. Hartwell, <i>Usher.</i>	Edward M. Chase, <i>Janitor.</i>

ENGLISH HIGH SCHOOL.

Bedford street.

HEAD-MASTER.

Edwin P. Seaver.

MASTERS.

Luther W. Anderson,	Albert Hale,
Robert E. Babson,	Charles B. Travis,
L. Hall Grandgent,	

SUB-MASTERS.

Charles J. Lincoln,	Henry Hitchings, <i>Teacher of Drawing.</i>
John O. Norris,	Jean Gustave Keetels, <i>Teacher of French.</i>
Lucius H. Buckingham,	Julius Eichberg, <i>Teacher of Music.</i>
John F. Casey,	Brig.-Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
George F. Leonard,	Charles H. Brooks, <i>Secretary.</i>
Manson Seavy,	Edward M. Chase, <i>Janitor.</i>
Jerome B. Poole,	
William G. Nowell,	
Samuel C. Smith,	
Alfred P. Gage,	

GIRLS' HIGH SCHOOL.

West Newton street.

Homer B. Sprague, <i>Head-Master.</i>	Laura B. White, <i>Teacher of Chemistry.</i>
Harriet E. Caryl, <i>Assistant Principal.</i>	
Margaret A. Badger, <i>First Assistant.</i>	

SECOND ASSISTANTS.

Emma A. Temple,	Mary E. Seates.
-----------------	-----------------

THIRD ASSISTANTS.

Katharine Knapp,	Adeline L. Sylvester.
------------------	-----------------------

FOURTH ASSISTANTS.

Emerette O. Patch,	Mary J. Allison,
S. Annie Shorey,	Mary S. Gage,
Augusta C. Kimball,	R. E. Cole,
Lucy R. Woods,	Augusta R. Curtis,
Ellen M. Folsom,	Mary E. Lathrop.

Mary L. B. Capen, <i>Laboratory Assistant.</i>	Julius Eichberg, <i>Teacher of Music.</i>
	Mary E. Carter, <i>Teacher of Drawing.</i>
Emily M. Deland, <i>Physical Culture.</i>	Mercy A. Bailey, <i>Teacher of Drawing.</i>
Prosperé Morand, <i>Teacher of French.</i>	
E. C. F. Krauss, <i>Teacher of German.</i>	Thomas Appleton, <i>Janitor.</i>

ROXBURY HIGH SCHOOL.

Kenilworth street.

S. M. Weston, *Head Master.* Emily Weeks, *Second Assistant.*
 M. L. Tucker, *First Assistant.*

FOURTH ASSISTANTS.

Eliza D. Gardner,	Clara H. Baleh,
Helen A. Gardner,	Ellen M. Stevens.
Edna F. Calder,	

Henri Morand, <i>Teacher of French.</i>	Julius Eichberg, <i>Teacher of Music.</i>
Benjamin F. Nutting, <i>Teacher of Drawing.</i>	Brig.-Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
John F. Stein, <i>Teacher of German.</i>	Thomas Colligan, <i>Janitor.</i>

DORCHESTER HIGH SCHOOL.

Centre street, cor. Dorchester avenue.

Elbridge Smith, *Master.* Mary W. Hall, *First Assistant.**

FOURTH ASSISTANTS.

Rebecca V. Humphrey,	Harriet B. Luther.
Laura E. Hovey,	

Henri Morand, <i>Teacher of French.</i>	Brig.-Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
John F. Stein, <i>Teacher of German.</i>	
Mercy A. Bailey, <i>Teacher of Drawing.</i>	Thomas J. Hatch, <i>Janitor.</i>
Julius Eichberg, <i>Teacher of Music.</i>	

CHARLESTOWN HIGH SCHOOL.

Monument square.

Caleb Emery, *Head Master.* Emma G. Shaw, *Second Assistant.*
 H. Winslow Warren, *Usher.* A. E. Somes, *Third Assistant.*
 Katherine Whitney, *First Assistant.*

FOURTH ASSISTANTS.

Emma S. Gale,	Sarah Shaw.
Mary A. Wilcox,	

Eugene Raymond, <i>Teacher of French.</i>	Brig.-Gen. Hobart Moore, <i>Teacher of Military Drill.</i>
Lucas Baker, <i>Teacher of Drawing.</i>	
Julius Eichberg, <i>Teacher of Music.</i>	Joseph Smith, <i>Janitor.</i>

WEST ROXBURY HIGH SCHOOL.

*Elm street, Jamaica Plain.*Edward W. Howe, *Master.*Annie B. Lord, *Third Assistant.*

FOURTH ASSISTANTS.

Jennie R. Sheldon,

Louise M. Thurston.

John F. Stein, *Teacher of German.* Brig.-Gen. Hobart Moore, *Teacher of*
Lucy H. Garlin, *Teacher of Music.* *Military Drill.*
Chas. A. Barry, *Teacher of Drawing.* J. J. Wentworth, *Janitor.*

BRIGHTON HIGH SCHOOL.

*Academy Hill.*Benj. Wormelle, *Master,*Lucas Baker, *Teacher of Drawing.*Anna J. George, *Third Assistant.*Brig.-Gen. Hobart Moore, *Teacher of*Sarah E. Waugh, *Fourth Assistant.**Military Drill.*Alfred Morand, *Teacher in French.*J. R. Marston, *Janitor.*Lucy H. Garlin, *Teacher of Music.*

SCHOOL DISTRICTS.

ARRANGED BY DIVISIONS.

FIRST DIVISION.

COMMITTEE.

George H. Plummer, *Chairman.* Warren Fletcher, *Secretary.*
Nahum Chapin, William J. Porter.
William H. Finney,

ADAMS DISTRICT.

FRANK F. PREBLE, *Principal.*

ADAMS SCHOOL.

Belmont square, East Boston.

Frank F. Preble, *Master.* Mary A. Davis, *Second Assistant.*
Lewis H. Dutton, *Sub-Master.* Ellen M. Robbins, *Second Assistant.*
Mary M. Morse, *First Assistant.*

THIRD ASSISTANTS.

Lucy A. Wiggin,
Clara Robbins,
Harriet Sturtevant,

Clara J. Doane.
Sarah E. McPhail,
Lina H. Cook,
C. E. Davison, *Janitor.*

PRIMARY SCHOOLS.

Adams School-house, Sumner street.

Ellen James,
Sara A. Cook,
Mary H. Allen,
Mary E. Wiggin,
Eliza A. Wiggin,
Anna E. Reed,
Grace E. Wasgatt.
C. E. Davison, *Janitor.*

CHAPMAN DISTRICT.

George R. Marble, Principal.

CHAPMAN SCHOOL.

*Eutaw street, East Boston.*George R. Marble, *Master.*Jane F. Reid, *Second Assistant.*Orlendo W. Dimick, *Sub-Master.*Maria D. Kimball, *Second Assistant.*Mary E. Allen, *First Assistant.*

THIRD ASSISTANTS.

Sarah F. Tenney,

Lucy E. Woodwell,

Sarah T. Synett,

Mary E. Buffum,

Harriet E. Morrill,

Mrs. S. Consens, *Sewing Teacher.*

Judith P. Meader,

Charles A. Neuert, *Janitor.*

PRIMARY SCHOOLS.

Webb School, Porter street.

Mary A. Shaw,

Ada D. Prescott.

Abby D. Beal,

A. D. Chandler,

Mrs. Matilda Davis, *Janitor.**Tappan School, Lexington street.*

Maria A. Arnold,

Calista W. McLeod,

Mary C. Hall,

Hannah F. Crafts.

Marietta Duncan,

Phineas Hull, *Janitor.*

Clara A. Otis,

EMERSON DISTRICT.

James F. Blackinton, Principal.

EMERSON SCHOOL.

*Prescott street, East Boston.*James F. Blackinton, *Master.*Bernice A. Demerritt, *Second Assistant.*J. Willard Brown, *Sub-Master.**ant.*Elizabeth R. Drowne, *First Assistant.* Ellenette Pillsbury, *Second Assistant.*Louise H. Hotchkiss, *First Assistant.*

THIRD ASSISTANTS.

Mary A. Ford,	Elizabeth A. Turner,
Mary D. Day,	Harriet N. Weed,
Juliette J. Pierce,	Georgia H. Tilden.
— — —,	Edward C. Chessman, <i>Janitor.</i>

PRIMARY SCHOOLS.

Emerson School-house.

Hannah L. Manson,	Almaretta J. Critchett.
-------------------	-------------------------

Primary School-house, Princeton street.

Mary E. Plummer,	Harriet E. Litchfield,
Margaret A. Bartlett,	— — —,
Mary A. Oburg,	Ernestine Ditson.
Florence H. Drew,	J. D. Dickson, <i>Janitor.</i>

LYMAN DISTRICT.

HOSEA H. LINCOLN, *Principal.*

LYMAN SCHOOL.

Corner of Paris and Decatur streets.

Hosea H. Lincoln, <i>Master.</i>	Eliza F. Russell, <i>Second Assistant.</i>
George K. Daniell, Jr., <i>Sub-Master.</i>	Mary A. Turner, <i>Second Assistant.</i>
Cordelia Lothrop, <i>First Assistant.</i>	Amelia H. Pittman, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Lucy J. Lothrop,	Irene A. Baneroft,
Louise A. Small,	Sibylla A. Bailey,
Mary P. E. Tewksbury,	Clara B. George.
Harriet N. Webster,	William Gralon, <i>Janitor.</i>

PRIMARY SCHOOLS.

Austin School, Paris street.

Josephine A. Murphy,	Anna I. Duncan,
Angelina M. Cudworth,	Florence Carver,
Emma P. Morey,	Frances I. Dayley,
Sarah F. Lothrop,	Mary E. Morse.
	Mrs. Higginson, <i>Janitor.</i>

SECOND DIVISION.

COMMITTEE.

Nahum Chapin, <i>Chairman,</i>	Warren Fletcher, <i>Secretary.</i>
William H. Finney,	George H. Plummer.
Charles C. Perkins,	

BUNKER HILL DISTRICT.

SAMUEL J. BULLOCK, Principal.

BUNKER HILL SCHOOL.

Baldwin street, Charlestown.

Samuel J. Bullock, <i>Master.</i>	Amy C. Hudson, <i>Second Assistant.</i>
Henry F. Sears, <i>Sub-Master.</i>	Angelia M. Knowles, <i>Second Assistant.</i>
Mary A. Eaton, <i>First Assistant.</i>	
Abby P. Josselyn, <i>Second Assistant.</i>	

THIRD ASSISTANTS.

Ellen B. Wentworth,	Anna M. Prescott,
Ida O. Hurd,	Georgiana A. Smith.
Ellen F. Sanders,	Josiah C. Burbank, <i>Janitor.</i>
Lydia S. Jones,	

PRIMARY SCHOOLS.

Bunker Hill School-house.

Anna R. Stearns.	
Mary S. Thomas.	Helen G. Turner.
	Margaret O'Brien, <i>Janitor.</i>

Bunker Hill street.

Mary E. Flanders,	Sarah J. Worcester,
Elizabeth B. Norton,	Ada E. Bowler,
Sarah A. Smith,	Kate C. Thompson.
Effie G. Hazen,	Josiah C. Burbank, <i>Janitor.</i>
Carrie M. Arnold,	

FROTHINGHAM DISTRICT.

CALEB MURDOCK, *Principal.*

FROTHINGHAM SCHOOL.

Corner of Prospect and Edgeworth streets, Charlestown.

Caleb Murdock, <i>Master.</i>	Harriet E. Frye, <i>Second Assistant.</i>
William B. Atwood, <i>Sub-Master.</i>	Bial W. Willard, <i>Second Assistant.</i>
Charlotte E. Camp, <i>First Assistant.</i>	

THIRD ASSISTANTS.

Ellen R. Stone,	Jennie E. Tobey,
Arabella P. Moulton,	Lucy A. Seaver,
Abby M. Clark,	Ellen A. Chapin,
Sarah H. Nowell,	Warren J. Small, <i>Janitor.</i>

PRIMARY SCHOOLS.

Frothingham School.

Persis M. Whitemore,	Julia M. Burbank.
Martha Yeaton,	

Moulton street.

Helen E. Ramsay,	Louisa W. Huntress,
O. H. Morgan,	Fanny M. Lamson,
George L. Mayo, <i>Janitor.</i>	

HARVARD DISTRICT.

W. E. EATON, *Principal.*

HARVARD SCHOOL.

Bow street.

W. E. Eaton, <i>Master.</i>	Ann E. Weston, <i>Second Assistant.</i>
Darius Hadley, <i>Sub-Master.</i>	Sarah E. Leonard, <i>Second Assistant.</i>
Abby B. Tufts, <i>First Assistant.</i>	

THIRD ASSISTANTS.

Sarah A. Benton,	Edith W. Howe,
Mary A. Lovering,	Emma F. Thomas,
Jennie E. Howard,	Sarah J. Perkins,
Martha F. Fay,	Alonzo C. Tyler, <i>Janitor.</i>

PRIMARY SCHOOLS.

Bow street (Grammar-school Building).

Mary P. Howland.

Harvard Hill.

Fanny B. Hall,	Elizabeth F. Doane,
Catharine C. Brower,	Luey M. Small,
Fanny A. Foster,	Louisa A. Whitman.
Elizabeth B. Wetherbee,	George L. Mayo, <i>Janitor.</i>
Effie A. Kettell,	

Common street.

Elizabeth A. Pritchard,	Elizabeth R. Brower.
Mary F. Kittredge,	Lois A. Rankin.
	William Holbrook, <i>Janitor.</i>

PRESCOTT DISTRICT.

GEORGE T. LITTLEFIELD, *Principal.*

PRESCOTT SCHOOL.

Elm street, Charlestown.

George T. Littlefield, <i>Master.</i>	Delia R. Varney, <i>First Assistant.</i>
Alonzo Meserve, <i>Usher.</i>	Mary C. Sawyer, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Martha M. Kenrick,	Lyda A. Sears,
Julia C. Powers,	Frances A. Craigin,
Elizabeth J. Farnsworth,	Julia F. Sawyer.
	Thomas Merritt, <i>Janitor.</i>

PRIMARY SCHOOLS.

Medford street.

Mary E. Smith,	Ellen Hadley.
	Mrs. Berry, <i>Janitor.</i>

Polk street.

Frances M. Lane,	Zetta M. Mallard.
	Alice M. Lyons, <i>Janitor.</i>

Bunker Hill street.

Elizabeth C. Bredeen.	Mrs. Mary Watson, <i>Janitor.</i>
-----------------------	-----------------------------------

WARREN DISTRICT.

GEORGE SWAN, *Principal.*

WARREN SCHOOL.

Corner of Pearl and Summer streets, Charlestown.

George Swan, <i>Master.</i>	Abby C. Lewis, <i>Second Assistant.</i>
E. B. Gay, <i>Sub-Master.</i>	Alice Hall, <i>Second Assistant.</i>
Sarah M. Chandler, <i>First Assistant.</i>	Annie D. Dalton, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Elizabeth Swords,	Annie M. Crozier,
Francis L. Dodge,	Maria L. Bolan,
Abby E. Holt,	Marietta F. Allen,
Ellen A. Pratt,	D. L. Small, <i>Janitor.</i>

PRIMARY SCHOOLS.

Mead street.

M. Josephine Smith,	Elizabeth W. Yeaton,
Effie C. Melvin,	Abby P. Richardson,
	Matthew Boyd, <i>Janitor.</i>

Cross street.

Caroline E. Osgood,	Abby O. Varney,
	Alice M. Lyons, <i>Janitor.</i>

Warren School-house.

II. Elizabeth Cutter.

THIRD DIVISION.

COMMITTEE.

Charles C. Perkins, <i>Chairman.</i>	William J. Porter, <i>Secretary.</i>
Ezra Palmer,	William T. Adams.
William H. Finney,	

BOWDOIN DISTRICT.

DANIEL C. BROWN, Principal.

BOWDOIN SCHOOL.

Myrtle street.

Daniel C. Brown, <i>Master.</i>	Mary Young, <i>Second Assistant.</i>
Sarah J. Mills, <i>First Assistant.</i>	Sarah O. Brickett, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Eliza A. Fay,	S. Francis Perry.
Irene W. Wentworth,	Elizabeth D. Cutter, <i>Teacher of Sew-</i>
Martha A. Palmer,	<i>ing.</i>
Ada L. Cushman,	Joseph S. Shannon, <i>Janitor.</i>
Dora E. Pitcher,	

PRIMARY SCHOOLS.

Somerset street.

C. Eliza Wason,	Mabel West.
	Thomas Freeman, <i>Janitor.</i>

Old Phillips School-house, Anderson street.

Sarah F. Russell,	Josephine O. Hedrick,
Barbara C. Farrington,	Rose Prescott,
Elizabeth R. Preston,	Clara J. Reynolds,
	Ambrose H. Shannon, <i>Janitor.</i>

Blossom street.

Olive Ruggles,	Lydia A. Isbell,
Annie M. Heustis,	Mary E. Ames,
	Charles C. Newell, <i>Janitor.</i>

ELIOT DISTRICT.

SAMUEL HERRINGTON, Principal.

ELIOT SCHOOL.

North Bennet street.

Samuel Harrington, *Master.* Frederic H. Ripley, *Usher.*
 Granville S. Webster, *Sub-Master.* Frances M. Dodge, *First Assistant.*
 Frederick E. Whitney, *Usher.*

THIRD ASSISTANTS.

Adolin M. Steele,	Lucette A. Wentworth,
Elizabeth M. Turner,	Clara A. Newell,
O. Augusta Welch,	Mary E. Hanney,
Kate L. Dodge,	Isabel R. Haskins,
Mary Heaton,	Sophia E. Raycroft.
M. Ella Wilkins,	P. J. Riordan, <i>Janitor.</i>

PRIMARY SCHOOLS.

Snelling place.

Emma C. Glawson,	Harriet E. Lampee,
Margaret E. Robinson,	Rosa M. E. Reggio,
Cleone G. Tewksbury,	Sarah A. Winsor.
Edgar M. Nason, <i>Janitor.</i>	

Charter street.

Annie M. H. Gillespie,	A. Augusta Colman,
J. Ida Monroe,	Eliza Brintnall.
Juliette Davis,	Isaac W. Navy, <i>Janitor.</i>
Sarah Ripley,	

North Bennet street.

Mary E. Barrett,	W. S. Riordan, <i>Janitor.</i>
Kate S. Sawyer.	

HANCOCK DISTRICT.

JAMES W. WEBSTER, Principal.

HANCOCK SCHOOL.

Parmenter street.

James W. Webster, <i>Master.</i>	Ellen A. Hunt, <i>Second Assistant.</i>
Ellen C. Sawtelle, <i>First Assistant.</i>	Marie L. Macomber, <i>Second Assistant.</i>
Amy E. Bradford, <i>Second Assistant.</i>	

THIRD ASSISTANTS.

Joseph M. Robertson,	Sophia L. Sherman,
Helen M. Hitchings,	O. M. E. Rowe.
Susan E. Allen,	Kate Doherty, <i>Sewing Teacher.</i>
Mary E. Skinner,	Franklin Evelyn, <i>Janitor.</i>
Martha F. Winning,	

PRIMARY SCHOOL.

Cushman School, Parmenter street.

Sarah E. Ward,	Mary J. Clark,
Adeline S. Dodge,	Marecella C. Halliday,
Harriet M. Fraser,	Sarah F. Ellis,
Teresa M. Gargan,	Elizabeth A. Fisk.
Harriet A. Farrow,	Enoch Miley, <i>Janitor.</i>
Rosanna B. Raycroft,	

Ingraham School, Sheafe street.

Josephine B. Silver,	Esther W. Mansfield.
Clara E. Bell,	Francis Silver, <i>Janitor.</i>

Cheever School, Thacher street.

Mary Bonnie,	Sarah J. Capp.
Kate T. Sinnott,	Mrs. — Keefe, <i>Janitor.</i>

PHILLIPS DISTRICT.

SAMUEL SWAN, *Principal.*

PHILLIPS SCHOOL.

Phillips street.

Samuel Swan, <i>Master.</i>	George Perkins, <i>Usher.</i>
Elias H. Marston, <i>Sub-Master.</i>	Emily A. Moulton, <i>First Assistant.</i>

THIRD ASSISTANTS.

Carrie T. Haven,	Martha A. Knowles,
Adeline F. Cutter,	Martha F. Whitman,
Elvira M. Harrington,	Elizabeth L. West,
Hannah M. Sutton,	Helen M. Coolidge,
Sarah W. I. Copeland,	Eliza A. Cortell,
Ruth E. Rowe,	John A. Shannon, <i>Janitor.</i>

PRIMARY SCHOOLS.

Phillips street.

Mary E. Franklin,
Sarah A. M. Turner,

Evelyn E. Plummer.
John Armstrong, *Janitor.*

Chardon place.

Emeline C. Farley,
Ann M. F. Sprague,

W. H. Palmer, *Janitor.*

Fanny R. Bowers,
Elizabeth S. Parker.

WELLS DISTRICT.

ROBERT C. METCALF, *Principal.*

WELLS SCHOOL.

Corner Blossom and McLean street.

R. C. Metcalf, *Master.* Ella F. Inman, *Second Assistant.*
Abby J. Boutwell, *First Assistant.* Mary G. Shaw, *Second Assistant.*

THIRD ASSISTANTS.

Emma F. Colony,
Mary S. Carter,
Mary M. Perry,

M. Isabella Bennett,
Lavinia M. Allen.
Mrs. Frances E. Stevens, *Sewing
Teacher.*

James Martin, *Janitor.*

PRIMARY SCHOOLS.

Emerson School, Poplar street.

Maria W. Turner,
Eliza A. Freeman,
Anna A. Jamies,

E. A. Brown,
Sarah C. Chevaillier,
L. M. A. Redding.

Mrs. McGrath, *Janitor.*

Dean School, Wall street.

Georgia D. Barstow,
Lois M. Rea,
Adelaide A. Rea,

Mary F. Gargan,
Annie B. Gould.

FOURTH DIVISION.

COMMITTEE.

Godfrey Morse, *Chairman.*
John G. Blake,
Ezra Palmer,

Abby W. May, *Secretary.*
John J. Hayes.

BOWDITCH DISTRICT.

Alfred Hewins, Principal.

BOWDITCH SCHOOL.

Corner of East and Cove streets.

Alfred Hewins, <i>Master.</i>	Mary M. T. Foley, <i>Second Assistant.</i>
Susan H. Thaxter, <i>First Assistant.</i>	Eliza M. Evert, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Emma M. Savil,	Emma A. Gordon,
Ruth H. Clapp,	Ellen L. Collins,
Hannah E. G. Gleason,	Eliza A. Baxter, <i>Sewing Teacher.</i>
	Nancy Ryan, <i>Janitor.</i>

PRIMARY SCHOOLS.

East street.

Amelia E. N. Treadwell,	Maria J. Coburn,
Octavia C. Heard,	Emma L. Pollex,
Sarah E. Lewis,	Julia M. Driscoll,
Priscilla Johnson,	Mary J. Crotty,
Ellen E. Leach,	Rebecca A. Buckley,
Susan Frizzell,	Jeremiah J. Murphy, <i>Janitor.</i>

East-street place.

Mrs. Fitzgerald, Janitor.

BRIMMER DISTRICT.

E. BENTLEY YOUNG, *Principal.*

BRIMMER SCHOOL.

*Common street.*E. Bentley Young, *Master.* T. H. Wason, *Usher.*Quincy E. Dickerman, *Sub-Master.* Rebecca L. Duncan, *First Assistant.*

THIRD ASSISTANTS.

Lathera W. Bird,	Mercy A. Davie,
Kate C. Martin,	Sarah J. March,
Mercy T. Snow,	Helen L. Bodge,
Annie P. James,	Eliza A. Foster.
Amanda Snow,	George W. Fogg, <i>Janitor.</i>

PRIMARY SCHOOLS.

Starr King School, Tennyson street.

Nellie T. Higgins,	Mary E. Tiernay.
Sarah Farley,	E. L. Weston, <i>Janitor.</i>

Skinner School, corner Fayette and Church streets.

Frances B. Dewey,	H. Ellen Boothby,
Emma F. Burrill,	Malvina R. Brigham,
B. P. Burgess,	Ellen Lind, <i>Janitor.</i>

EXETER-STREET SCHOOL.

GRAMMAR CLASSES.

Harriet D. Hinckley, <i>First Assistant.</i>	Eva D. Kellogg,
Ella F. White, <i>Third Assistant.</i>	Adeline S. Tufts.
J. H. Elliott, <i>Janitor.</i>	

QUINCY DISTRICT.

E. FRANK WOOD, *Principal.*

QUINCY SCHOOL.

Tyler street.

E. Frank Wood, <i>Master.</i>	Henry B. Brown, <i>Usher.</i>
George W. Neal, <i>Sub-Master.</i>	Annie M. Lund, <i>First Assistant.</i>

THIRD ASSISTANTS.

Mary L. Holland,	Emily B. Peck,
Emily J. Tucker,	Olive M. Page,
Bridget A. Foley,	Harriette A. Bettis,
Margaret F. Tappan,	Emma K. Youngman.
Charlotte L. Wheelwright,	James Daly, <i>Janitor.</i>

PRIMARY SCHOOLS.

Grammar School-house.

Mary E. Sawyer.

Way street.

Maria A. Callanan,	Annie M. Reilly.
Charlotte L. Young,	D. D. Towns, <i>Janitor.</i>

Genesee street.

Emily E. Maynard,	Annie T. Corliss,
Harriet M. Bolman,	Mrs. Toole, <i>Janitor.</i>

WINTHROP DISTRICT.

ROBERT SWAN, *Principal.*

WINTHROP SCHOOL.

Tremont street, near Eliot street.

Robert Swan, <i>Master.</i>	Mary F. Light, <i>Second Assistant.</i>
Susan A. W. Loring, <i>First Assistant.</i>	Carrie F. Welch, <i>Second Assistant.</i>
May Gertrude Ladd, <i>First Assistant.</i>	Annie J. Stoddard, <i>Second Assistant.</i>
Emma K. Valentine, <i>Second Assistant.</i>	

THIRD ASSISTANTS.

Catherine K. Marlow,	Mary E. Davis,
Elizabeth S. Emmons,	Adelaide Meston,
Edith Adams,	Mary L. H. Gerry,
Caroline S. Crozier,	Margaret T. Wise,
Lizzie H. Bird,	Ellen M. Underwood,
Mary E. Barstow,	Francis E. Stevens, <i>Sewing Teacher.</i>
Mary J. Danforth,	A. H. B. Little, <i>Janitor.</i>

PRIMARY SCHOOLS.

Tyler street.

Mary B. Brown,	Mary A. B. Gore,
Julia A. McIntyre,	Ella M. Seaverns,
Henrietta Madigan,	Emma L. Baker,
	Ellen McCarthy, <i>Janitor.</i>

FIFTH DIVISION.

COMMITTEE.

Wm. H. Learnard, Jr., *Chairman.* Godfrey Morse, *Secretary.*
Charles L. Flint, Charles Hutchins.
John J. Hayes,

DWIGHT DISTRICT.

JAMES A. PAGE, *Principal.*

DWIGHT SCHOOL.

West Springfield street.

James A. Page, *Master.* Henry L. Sawyer, *Usher.*
Walter S. Parker, *Sub-Master.* Ruth G. Rich, *First Assistant.*

THIRD ASSISTANTS.

Mary C. R. Towle, Elizabeth G. Melcher,
Emily F. Carpenter, Mary E. Trow,
Sarah C. Fales, Nellie L. Shaw,
Mary O. Lord, Jeannie Eastman.
Edward Bannon, *Janitor.*

PRIMARY SCHOOLS.

Rutland street.

Augusta A. Davis, Henrietta Draper,
Martha B. Lucas, Fannie L. Willard,
Sarah E. Crocker, Evelyn M. Walton.
C. P. Huggins, *Janitor.*

EVERETT DISTRICT.

GEORGE B. HYDE, *Principal.*

EVERETT SCHOOL.

West Northampton street.

George B. Hyde, *Master.* Annie C. Ellis, *Second Assistant.*
 S. Flora Chandler, *First Assistant.* Maria S. Whitney, *Second Assistant.*
 Janet M. Bullard, *Second First Assistant.*

THIRD ASSISTANTS.

Persis E. King,	Almira S. Johnson,
Susan S. Foster,	Eva M. Keller,
Emily F. Marshall,	E. L. P. Shannon,
Abby C. Haslet,	Anna Grover.
Ann R. Gavett,	Martha A. Sargent, <i>Sewing Teacher.</i>
	Edward Bannon, <i>Janitor.</i>

PRIMARY SCHOOLS.

West Concord street.

Eliza C. Gould,	Adelaide B. Smith,
Mary H. Downe,	Emma Halstrick,
Kate M. Hanson,	Lydia F. Blanchard,
Lydia A. Sawyer,	Fanny M. Nason,
Clementine D. Grover,	Evelyn E. Morse.
Hannah M. Coolidge,	C. P. Huggins, <i>Janitor.</i>

FRANKLIN DISTRICT.

GRANVILLE P. PUTNAM, *Principal.*

FRANKLIN SCHOOL.

Ringgold street.

Granville B. Putnam, <i>Master.</i>	Catharine T. Simonds, <i>Second Assistant.</i>
Jennie S. Tower, <i>First Assistant.</i>	
Isabella M. Harmon, <i>Second First Assistant.</i>	P. Catharine Bradford, <i>Second Assistant.</i>
Caroline A. Mason, <i>Second Assistant.</i>	

THIRD ASSISTANTS.

Mary L. Wheeler,	Kate E. Blanchard,
Abbie M. Holder,	Mary A. Mitchell,
Margaret J. Crosby,	Annie E. L. Parker.
Margaret C. Schouler,	Catharine L. W. Bigelow, <i>Sewing Teacher.</i>
Elizabeth J. Brown,	
Roxana W. Longley,	Mrs. Amos Lincoln, <i>Janitor.</i>

PRIMARY SCHOOLS.

Cook School, Groton street.

Harriet M. Faxon,	Isadora Page,
Georgiana E. Abbott,	Sarah A. Brown.
Affie T. Wier,	Martha Castell, <i>Janitor.</i>

Wait School, Shawmut avenue.

Josephine G. Whipple,	Kate R. Gookin,
Georgiana A. Ballard,	Jennie E. Haskell,
Emma E. Allin,	Martha L. Beckler.
E. Josephine Bates,	Mansfield Harvell, <i>Janitor.</i>

SHERWIN DISTRICT.

SILAS C. STONE, Principal.

SHERWIN SCHOOL.

Madison square.

Silas C. Stone, <i>Master.</i>	Lney L. Burgess, <i>Second Assistant.</i>
Frank A. Morse, <i>Sub-Master.</i>	Martha A. Smith, <i>Second Assistant.</i>
Julia F. Long, <i>First Assistant.</i>	Sarah R. Bonney, <i>Second Assistant.</i>
Elizabeth B. Walton, <i>Second Assistant.</i>	

THIRD ASSISTANTS.

Anna B. Carter,	Caroline K. Nickerson,
E. Elizabeth Boies,	Louisa Ayer,
Josephine D. Snow,	Fanny L. Stockman,
Harriet A. Lewis,	— — — ,
Marian Henshaw,	Alice T. Kelley.
Isadora Bonney,	Maria L. Young, <i>Sewing Teacher.</i>
Fanny McDonald,	Joseph G. Scott, <i>Janitor.</i>

PRIMARY SCHOOLS.

Weston street.

Anna G. Fillebrown,
Mary E. Gardner,

Harriet M. Burroughs,
Martha E. Page.
Charlotte White, *Janitor.*

Franklin place.

Annie E. Walcutt,
Sarah J. Davis,

Sarah E. Gould,
Emma L. Peterson.
Kate C. Connor, *Janitor.*

Avon place.

Abby E. Ford,

Elizabeth F. Todd.
Patrick Higgins, *Janitor.*

Day's Chapel.

Martha A. Pope,

Maria D. Faxon.
John Cole, *Janitor.*

Cabot street.

Mary F. Cogswell.

Patrick Higgins, *Janitor.*

Warwick street.

Elizabeth A. Sanborn.

Patrick Higgins, *Janitor.*

Mill Dam.

Annie H. Berry.

Ann Moore, *Janitor.*

SIXTH DIVISION.

COMMITTEE.

Warren P. Adams, <i>Chairman.</i>	George A. Thayer, <i>Secretary.</i>
John G. Blake,	John J. Ryan.
James Morse,	

ANDREW DISTRICT.

Leander Waterman, Principal.

ANDREW SCHOOL.

Dorchester street, South Boston.

Leander Waterman, <i>Master.</i>	Elizabeth A. Winward, <i>First Assistant.</i>
Joshua M. Dill, <i>Usher.</i>	Henrietta L. Dwyer, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Sara W. Barrows,	Francis M. Bell,
Martha A. Jackson,	Esther F. Nichols.
Mary E. Perkins,	Lizzie Kenna, <i>Sewing Teacher.</i>
Mary S. Beebe,	Christopher Jones, <i>Janitor.</i>
Lucy M. Marsh,	

PRIMARY SCHOOLS.

Ticknor Building.

Nellie W. Allen.

Gogin Building.

Mary A. Jenkins,	Estelle B. Jenkins,
Jessie C. Tileston,	Alice L. Littlefield,
M. Louise Moody,	Lizzie Ordway.

Methodist Chapel.

Ella L. Chittenden.

BIGELOW DISTRICT.

THOMAS H. BARNES, *Principal.*

BIGELOW SCHOOL.

Fourth street, corner of E street, South Boston.

Thomas H. Barnes, <i>Master.</i>	J. Gardner Bassett, <i>Usher.</i>
Fred. O. Ellis, <i>Sub-Master.</i>	Amelia B. Coe, <i>First Assistant.</i>

THIRD ASSISTANTS.

Ellen Coe,	Abbie J. Adams,
Eliza B. Haskell,	Ellen L. Wallace,
H. A. Watson,	Lucy C. Bartlett,
Mary Nichols,	Harriet A. Clapp,
Malvena Tenny,	Lucy R. Cutter.
Catharine H. Cook,	Samuel P. Howard, <i>Janitor.</i>

PRIMARY SCHOOLS.

Hives Hall, Broadway.

Alice Danforth,	Mary P. Colburn,
Abby B. Kent,	Mary E. Johnston,
Lucy E. T. Tinkham,	Lucy E. Johnson.
Ann J. Lyon,	Joanna Brennan, <i>Janitor.</i>

Simonds School, Broadway.

Tiley A. Bolkom,	Mary L. Howard.
Emily T. Smith,	Joanna Brennan, <i>Janitor.</i>

Ward-Room Building, corner of Dorchester and Fourth streets.

Josephine B. Cherrington,	Sarah A. Graham.
	Matthew G. Worth, <i>Janitor.</i>

Bank Building, E street.

Elizabeth G. Bailey.

GASTON DISTRICT.

C. GOODWIN CLARK, *Principal.*

GASTON SCHOOL.

L street, corner of Fifth street, South Boston.

C. Goodwin Clark, <i>Master.</i>	Sarah C. Winn, <i>Second Assistant.</i>
Lydia Curtis, <i>First Assistant.</i>	Harriet E. Marcy, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Myra S. Butterfield,	Ellen R. Wyman,
Emogene F. Willett,	— — .
Fannie Blanchard,	Mary E. Patterson, <i>Sewing Teacher.</i>
	S. W. Pollard, <i>Janitor.</i>

PRIMARY SCHOOLS.

City Point, Fourth street.

Elizabeth M. Easton,	Mary A. Crosby,
Eleeta M. Porter,	Maud Stephens,
Josephine F. Krogman,	Carrie W. Haydn.
	A. D. Bickford, <i>Janitor.</i>

GASTON SCHOOL.

S. Lila Huckins,	Mary L. Nichols.
Julia A. Evans,	

LAWRENCE DISTRICT.

AMOS M. LEONARD, Principal.

LAWRENCE SCHOOL.

Corner B and Third streets, South Boston.

Amos M. Leonard, <i>Master.</i>	W. E. C. Rich, <i>Usher.</i>
D. A. Hamlin, <i>Sub-Master.</i>	Alice Cooper, <i>First Assistant.</i>
Grenville C. Emery, <i>Usher.</i>	Emma P. Hall, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Martha S. Damon,	Mary A. Conroy,
Mary E. H. Ottewell,	Mary A. Montague,
Catharine M. Lynch,	Abbie C. Burge,
Margaret Holmes,	Mary A. A. Dolan,
Hannah E. Burke,	Filena Hurlbutt,
Margaret A. Gleason,	M. Louise Gillett.
Margarete A. Moody,	Daniel E. Connor, <i>Janitor.</i>

PRIMARY SCHOOLS.

Mather Building, Broadway, near B street.

Lucy M. Cragin,	Lizzie A. McGrath,
Sarah E. Lakeman,	Minnie F. Crosby,
Ada A. Bradeen,	Annie M. Connor,
Willietta Bicknell,	Charles E. Smith, <i>Janitor.</i>

Parkman School, Silver street, near Dorchester avenue.

Maggie J. Leary,	Hattie L. Rayne,
Mary G. A. Toland,	Amelia McKenzie,
Isabelle M. Kelren,	Emma F. Gallagher.
	Margaret Johnson, <i>Janitor.</i>

Fifth-street School, between B and C streets.

Ann E. Newell,	Alice W. Baker,
Ophelia S. Newell,	Lizzie Crawford,
Sarah M. Brown,	Minnie F. Keenan.
Mary W. Bragdon,	P. F. Turish, <i>Janitor.</i>

LINCOLN DISTRICT.

ALONZO G. HAM, *Principal.*

LINCOLN SCHOOL.

Broadway, near K street, South Boston.

Alonzo G. Ham, <i>Master.</i>	Mary E. Balch, <i>Second Assistant.</i>
Henry H. Kimball, <i>Sub-Master.</i>	
Margaret J. Stewart, <i>First Assistant.</i>	

THIRD ASSISTANTS.

Susan K. Pratt,	Georgette Custer,
Sarah M. Tripp,	Mary A. H. Fuller,
Sarah A. Curran,	Silence A. Hill,
Vodisa J. Comey,	Annie C. Littlefield.
	Joshua B. Emerson, <i>Janitor.</i>

PRIMARY SCHOOLS.

Capen School, corner of I and Sixth streets.

Mary E. Powell,	Susan Hutchinson,
Laura J. Gerry,	Fannie G. Patten,
Mary E. Perkins,	Mary H. Faxon.
Ella M. Warner,	A. D. Bickford, <i>Janitor.</i>

NORCROSS DISTRICT.

Josiah A. Stearns, Principal.

NORCROSS SCHOOL.

Corner of D and Fifth streets, South Boston.

Josiah A. Stearns, <i>Master.</i>	Sarah A. Gallagher, <i>Second Assistant.</i>
Mary J. Fennelly, <i>First Assistant.</i>	Juliette Wyman, <i>Second Assistant.</i>
Fiducia S. Wells, <i>Second First Assistant.</i>	Juliette Smith, <i>Second Assistant.</i>

THIRD ASSISTANTS.

Mary A. Neill,	Harriet E. Johnston,
Mary E. Downing,	Emma L. Eaton,
Anna M. Prescott,	Mary R. Roberts.
Miranda A. Bolkeom,	Sarah J. Bliss, <i>Sewing Teacher.</i>
Samuel T. Jeffers, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Drake School, corner of C and Third streets.

Mary K. Davis,	Nellie J. Cashman,
Sarah V. Cunningham,	Fannie W. Hussey,
Abbie C. Nickerson,	Lucinda Smith.
W. B. Newhall, <i>Janitor.</i>	

Vestry, corner of D and Silver streets.

Ellen T. Noonan.	James M. Demeritt, <i>Janitor.</i>
------------------	------------------------------------

SHURTLEFF DISTRICT.

Henry C. Hardon, Principal.

SHURTLEFF SCHOOL.

Dorchester street, South Boston.

Henry C. Hardon, <i>Master.</i>	Abby S. Hammond, <i>Second Assistant.</i>
Anna M. Penniman, <i>First Assistant.</i>	Emeline L. Tolman, <i>Second Assistant.</i>
Ellen E. Morse, <i>Second First Assistant.</i>	

THIRD ASSISTANTS.

Martha E. Morse,	Harriet S. Howes,
Margaret T. Pease,	Jane S. Bullard,
Catharine A. Dwyer,	Edith A. Pope,
Fliza F. Blacker,	Marion W. Rundlett.
Sarah L. Garrett,	Eliza M. Cleary, <i>Sewing Teacher</i> ,
Roxanna N. Blanchard,	William Dillaway, <i>Janitor</i> .

PRIMARY SCHOOLS.

Clinch Building, F street.

Ella R. Johnson,	Julia F. Baker,
Luey A. Dunham,	Alice G. Dolbeare,
Mary E. Morse,	Alice C. Ryan.
	William Dillaway, <i>Janitor</i> .

SEVENTH DIVISION.

COMMITTEE.

Lucia M. Peabody, <i>Chairman.</i>	George M. Hobbs, <i>Secretary.</i>
James Morse,	F. Lyman Winship.
John W. Ryan,	

COMINS DISTRICT.

CHARLES W. HILL, Principal.

COMINS SCHOOL.

Tremont street, corner of Gore avenue.

Charles W. Hill, <i>Master.</i>	Sarah E. Lovell, <i>Second Assistant.</i>
H. H. Gould, <i>Sub-Master.</i>	Almira W. Chamberline <i>Second As-</i>
Julia Seribuer, <i>First Assistant.</i>	<i>sistant.</i>
Lillie E. Davis, <i>First Assistant.</i>	
Martha A. Cummings, <i>Second First Assistant.</i>	

THIRD ASSISTANTS.

Aunetta F. Armes,	Emily Swain,
Kate M. Murphy,	Delia M. Upham,
Charlotte P. Williams,	Caroline A. Gragg.
Adelina May,	Delia Mansfield, <i>Sewing Teacher.</i>
Julia A. C. Gray,	George S. Hutchinson, <i>Janitor.</i>
Emma E. Towle,	

PRIMARY SCHOOLS.

Francis street.

Ella A. Chester,	Mary E. Crosby,
	<i>Mrs. McGowan, Janitor.</i>

Phillips street.

Aunie E. Clark,	Addie M. Warde,
Penelope G. Hayes,	Sarah B. Baneroff,
Helen P. Hall,	Carrie M. Brackett,
Sarah E. Haskins,	Lizzie A. Colligan.
George S. Hutchinson, <i>Janitor.</i>	

Smith street.

Isabel Thatcher,

Geo. S. Hutchinson, *Janitor.**King street.*Lizzie F. Johnson,
Adaline Beal,
Caroline D. Putnam,Carrie J. Harris,
Mary J. Backup,
Delia T. Killian.S. B. Pierce, *Janitor.*

DEARBORN DISTRICT.

WILLIAM H. LONG, *Principal.*

DEARBORN SCHOOL.

*Dearborn place.*William H. Long, *Master.*Philena W. Rounseville, *Second First*Harlan P. Gage, *Sub-Master.**Assistant.*L. Anna Dudley, *First Assistant.*

SECOND ASSISTANTS.

Martha D. Chapman,
Frances L. Bredeen,

Helen F. Brigham.

THIRD ASSISTANTS.

Cynthia G. Melvin,
Sarah H. Hosmer,
Bell J. Dunham,
Anne M. Backup,
Elizabeth E. Stafford,
Lizzie M. Wood,Elizabeth R. Wallis,
Phebe H. Simpson,
Louise M. Epmeyer,
Josephine A. Keniston,
Mary F. Walsh.
Catharine G. Hosmer, *Sewing Teacher.*Michael J. Lally, *Janitor.*

PRIMARY SCHOOLS.

*Yeoman street.*Annie M. Balch,
Susan F. Rowe,
Ellen M. Oliver,
Mary E. Nason,Ada L. McKean,
Annie M. Croft,
Louise D. Gage,
Kate A. Nason.Augustus L. Litchfield, *Janitor.*

Eustis street.

Mary F. Neale,
Abbie L. Baker,
Sarah Stalder, *Janitor.*

Clarabel E. Chapman,
Mary K. Wallace.

George street.

Mary M. Sherwin,
Elizabeth E. Backup,
Emily M. Pevear,
Michael Carty, *Janitor.*

Flora J. Cutter,
Clara F. Conant,
— — —.

DUDLEY DISTRICT.

LEVERETT M. CHASE, *Principal.*

DUDLEY SCHOOL FOR BOYS.

Corner of Dudley and Putnam streets.

Leverett M. Chase, *Master.* Harriet E. Davenport, *Second Assistant.*
Henry L. Clapp, *Usher.* ant.
W. Bertha Hintz, *First Assistant.*

THIRD ASSISTANTS.

Ruth H. Brady,
Mary H. Cashman,
Luette S. James,

Marietta Rice,
— — —.
James Hughes, *Janitor.*

DUDLEY SCHOOL FOR GIRLS.

Bartlett street.

Sarah J. Baker, *Principal.* Jane S. Leavitt, *Second Assistant.*
Dora A. Pickering, *First Assistant.*

THIRD ASSISTANTS.

Mary C. Whippey,
Eliza Brown,
Mary L. Gore,

Mary S. Sprague.
Emma A. Waterhouse, *Sewing Teacher.*
Thomas Colligan, *Janitor.*

PRIMARY SCHOOLS.

Vernon street.

Anna M. Stone,
S. Louisa Durant,
P. F. Higgins, *Janitor.*

Anna T. Bicknell,
Ella T. Jackson.

Dudley School-house, Putnam street.

Harietta M. Wood,
Mary A. Morse,

Emma L. B. Hintz,
Celia A. Scribner.

LEWIS DISTRICT.

WILLIAM L. P. BOARDMAN, *Principal.*

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

William L. P. Boardman, <i>Master.</i>	Elizabeth S. Morse, <i>Second Assistant.</i>
Charles F. King, <i>Sub-Master.</i>	Eunice C. Atwood, <i>Second Assistant.</i>
Sarah E. Fisher, <i>First Assistant.</i>	

THIRD ASSISTANTS.

Mary D. Chamberlain.	Susan A. Dutton,
Emily B. Eliot,	H. Amelia Smith,
Henrietta M. Young,	Elizabeth Gerry.
Louisa J. Hovey,	Malvina L. Sears, <i>Sewing Teacher.</i>
	Antipas Newton, <i>Janitor.</i>

PRIMARY SCHOOLS.

Thornton street.

Joanna Monroe,	Alice C. Pierce.
	Delia Leach, <i>Janitor.</i>

Winthrop street.

Frances N. Brooks,	Helen Crombie,
Susan R. Gifford,	Mary F. Baker.
	Catharine Dignon, <i>Janitor.</i>

Monroe street.

Maria L. Burrell,	Mrs. Kirby, <i>Janitor.</i>
-------------------	-----------------------------

Mt. Pleasant avenue.

Fanny H. C. Bradley,	Eloise B. Walentt.
	Catherine Dignon, <i>Janitor.</i>

Quiney street.

Almira B. Russell,	Florence L. Shedd.
	Gilbert Hasty, <i>Janitor.</i>

LOWELL DISTRICT.

DANIEL W. JONES, *Principal.*

LOWELL SCHOOL.

Centre street.

Daniel W. Jones, *Master.* Florence E. Tilton, *First Assistant.*
George T. Wiggin, *Usher.* Eliza C. Fisher, *Second Assistant.*

THIRD ASSISTANTS.

E. Josephine Page, M. F. Cummings.
Anna L. Hudson, Annie Brazer, *Sewing Teacher.*
Susan G. B. Garland, Frank L. Harris, *Janitor.*
• Mary A. Cloney,

PRIMARY SCHOOLS.

Centre street.

Jeannie B. Lawrence, Helen O. Wyman.
Ellen H. Holt, Frank L. Harris, *Janitor.*
Emma M. Waldoek,

Curtis street.

Sarah P. Blackburn, James Waters, *Janitor.*
Mary J. Capen.

Codman avenue, corner of Washington street.

Ailee M. May, Peter Gorman, *Janitor.*
Isabelle Shove.

Heath street.

M. Ella Mulliken. Catherine H. Norton, *Janitor.*

EIGHTH DIVISION.

COMMITTEE.

F. Lyman Winship, *Chairman.* William T. Adams, *Secretary.*
Henry P. Bowditch.

ALLSTON DISTRICT.

G. W. M. Hall, *Principal.*

ALLSTON SCHOOL.

North Harvard street, Brighton.

G. W. M. Hall, *Sub-Master.* Sara F. Boynton, *Second Assistant.*

THIRD ASSISTANTS.

Persis B. Swett,	Alice A. Swett,
Clara Hooker,	Mary J. Cavanagh.
Mary F. Child,	Sarah Stall, <i>Sewing Teacher.</i>
Laura E. Viles,	Patrick McDermot, <i>Janitor.</i>

PRIMARY SCHOOLS.

Everett School, corner of Pearl and Auburn streets.

Sarah F. Monto,	Patrick McDermot, <i>Janitor.</i>
Anna M. Farrington.	

Auburn School, School street, N. Brighton.

Elizabeth P. Brewer,	Patrick McDermot, <i>Janitor.</i>
Cate McNamara.	

Webster School, Webster place.

Emma F. Martin.	Otis Wilde, <i>Janitor.</i>
-----------------	-----------------------------

BENNETT DISTRICT.

E. H. HAMMOND, Principal.

BENNETT SCHOOL.

Chestnut Hill avenue, Brighton.

E. H. Hammond, *Master.* Melissa Abbott, *Second Assistant.*
George Palmer, *Second Assistant.*

THIRD ASSISTANTS.

Anna Leach, Emma F. Chesley.
Charlotte Adams, Charles F. Wheeler, *Janitor.*
Annie M. Hotchkiss,

PRIMARY SCHOOLS.

Bennett School.

Fannie W. Currier.

Winship place, Agricultural Hill.

Abbie L. Hoar, Emma P. Dana.
Susan A. Edwards, J. R. Marston, *Janitor.*

Oak square.

Bertha Sanger. Charles F. Wheeler, *Janitor.*

CENTRAL DISTRICT.

JOHN T. GIBSON, Principal.

CENTRAL SCHOOL.

Burroughs street, Jamaica Plain.

John T. Gibson, *Master.* C. J. Reynolds, *Second Assistant.*
Mary A. Gott, *Second Assistant.*

THIRD ASSISTANTS.

Emily A. Hanna, Victoria M. Goss,
M. E. Stuart, M. M. Sias.
Rufus A. Perry, *Janitor.*

PRIMARY SCHOOLS.

Thomas street, Jamaica Plain.

Mary E. Tufts,

Emma Smith.

Patrick Curley, *Janitor.**Child street.*

Mary E. Brooks,

Annie E. Burton.

William F. Fallon, *Janitor.*

CHARLES SUMNER DISTRICT.

Artemas Wiswall, Principal.

FLORENCE SCHOOL.

*Florence street, West Roxbury.*Artemas Wiswall, *Usher.*Elvira L. Austin, *Third Assistant.*Charlotte B. Hall, *Second Assistant.*Julia Z. Ridgway, *Sewing Teacher.*Fannie Ashenden, *Third Assistant.*John L. Chenery, *Janitor.*

PRIMARY SCHOOLS.

Poplar street.

Ella M. Hancock,

Sarah Ashenden.

John L. Chenery, *Janitor.**Washington street.*

Ella F. Howland.

Mrs. Kate Morrissey, *Janitor.**Canterbury street.*

Ellen B. DeCosta,

Sarah M. Hogan.

Bridget Norton, *Janitor.*

HILLSIDE DISTRICT.

Albert F. Ring, Principal.

HILLSIDE SCHOOL.

*Elm street, Jamaica Plain.*Albert Franklin Ring, *Sub-Master.*Ellen A. Williams, *Second Assistant.*

THIRD ASSISTANTS.

Amy Hutchins,	Emily H. Maxwell.
Alice B. Stephenson,	Nellie I. Lincoln, <i>Sewing Teacher.</i>
Mary E. Very,	S. S. Marrison, <i>Janitor.</i>

PRIMARY SCHOOLS.

Green street.

Margaret E. Winton,	Anna M. Call.
	Mrs. J. Fallon, <i>Janitor.</i>

Washington street.

E. Augusta Randall,	Jennie A. Eaton.
	Michael Kelley, <i>Janitor.</i>

MOUNT VERNON DISTRICT.

ABNER J. NUTTER, *Principal.*

MOUNT VERNON SCHOOL.

Mount Vernon street, West Roxbury.

Abner J. Nutter, <i>Usher.</i>	Emily M. Porter, <i>Second Assistant.</i>
--------------------------------	---

THIRD ASSISTANTS.

Emma J. Fossett,	J. Z. Ridgeway, <i>Sewing Teacher.</i>
Helen C. Steele,	James M. Davis, <i>Janitor.</i>

PRIMARY SCHOOLS.

Centre street.

Adah E. Smith,	James M. Davis, <i>Janitor.</i>
----------------	---------------------------------

Baker street.

Ann M. Harper,	William J. Noon, <i>Janitor.</i>
----------------	----------------------------------

Washington street.

Ada F. Adams,	Evelyn Mead, <i>Janitor.</i>
---------------	------------------------------

NINTH DIVISION.

COMMITTEE.

William T. Adams, *Chairman and Secretary.*
Warren P. Adams, Henry P. Bowditch.

EVERETT DISTRICT.

HENRY B. MINER, *Principal.*

DORCHESTER-EVERETT SCHOOL.

Summer street, Dorchester.

Henry B. Miner, <i>Master.</i>	Helen M. Hills, <i>Second Assistant.</i>
Mary F. Thompson, <i>Second Assistant.</i>	

THIRD ASSISTANTS.

Henrietta A. Hill,	Anna M. Foster.
Sara M. Bearse,	Mrs. A. S. Ryder, <i>Sewing Teacher.</i>
Maud M. Clark,	Lawrence Connor, <i>Janitor.</i>

Dorchester avenue.

M. Rosalia Merrill.	John Reardon, <i>Janitor.</i>
---------------------	-------------------------------

PRIMARY SCHOOLS.

Boston street.

Cora L. Etheridge,	Annie W. Ford.
	Lawrence Connor, <i>Janitor.</i>

Everett avenue.

Marion W. Brooks.	Lawrence Connor, <i>Janitor.</i>
-------------------	----------------------------------

Howard avenue.

Matilda Mitchell.	John Reardon, <i>Janitor.</i>
-------------------	-------------------------------

Dorchester avenue.

Annie F. Ordway.	John Reardon, <i>Janitor.</i>
------------------	-------------------------------

GIBSON DISTRICT.

WILLIAM E. ENDICOTT, *Principal.*

GIBSON SCHOOL.

School street, Dorchester.

William E. Endicott, *Sub-Master.* Charlotte E. Baldwin, *Third Assistant.*
 Ida L. Bowdoin, *Second Assistant.* ant.
 Elizabeth E. Shove, *Third Assistant.* Hannah Clarkson, *Janitor.*

ATHERTON SCHOOL.

Columbia street.

Ella S. Wales, *Second Assistant.* Nellie G. Sandford, *Third Assistant.*
 W. Wales, *Janitor.*

PRIMARY SCHOOLS.

School street, Dorchester.

E. Louise Brown, Ella Whittredge.
 Hannah Clarkson, *Janitor.*

Columbia street.

Edna L. Gleason. — — — *Janitor.*

Thetford avenue.

Hannah E. Pratt. Timothy Donahue, *Janitor.*

HARRIS DISTRICT.

EDWIN T. HORNE, *Principal.*

HARRIS SCHOOL.

Corner of Adams and Mill streets, Dorchester.

Edwin T. Horne, *Master.* Ann Tolman, *Second Assistant.*

THIRD ASSISTANTS.

E. M. Harriman,	Marion B. Sherburne,
Elizabeth P. Boynton,	Mrs. A. S. Ryder, <i>Sewing Teacher,</i>
Almy C. Plummer,	John Buckpitt, <i>Janitor.</i>

PRIMARY SCHOOLS.

Harris School-house.

Marion B. Sherburne,	Elizabeth A. Flint.
Delia R. Capen,	John Buckpitt, <i>Janitor.</i>

MATHER DISTRICT.

Daniel B. Hubbard, Principal.

MATHER SCHOOL.

Meeting-House Hill, Dorchester.

Daniel B. Hubbard, *Master.* Lucy J. Dunnels, *Second Assistant.*
 Olive S. Boothby, *Second Assistant.*

THIRD ASSISTANTS.

Mary C. Jacobs,	Annette Glidden.
Annie L. Jenkins,	Mrs. A. S. Ryder, <i>Sewing Teacher.</i>
S. Kate Shepard,	Benjamin C. Bird, <i>Janitor.</i>

PRIMARY SCHOOL.

Mather School-house.

Ella L. Howe,	Mary P. Pronk.
M. Esther Drake,	

Old Mather School-house, Meeting-House Hill.

Louisa P. Smith.	Benjamin C. Bird, <i>Janitor.</i>
------------------	-----------------------------------

MINOT DISTRICT.

Joseph T. Ward, Jr., Principal.

MINOT SCHOOL.

Walnut street, Dorchester.

Joseph T. Ward, Jr., <i>Sub-Master.</i>	Isabel F. P. Emery, <i>Second Assistant.</i>
---	--

THIRD ASSISTANTS.

Mary E. Glidden,	Kate M. Adams,
Sophia W. French,	Ellen M. S. Treadwell.
George R. Tarbell, <i>Janitor.</i>	

PRIMARY SCHOOLS.

Walnut street.

Angelina A. Brigham,	Frances E. Hildreth.
— — — ,	

Adams street.

Mary J. Pope,	James Milton, <i>Janitor.</i>
---------------	-------------------------------

STOUGHTON DISTRICT.

EDWARD M. LANCASTER, *Principal.*

STOUGHTON SCHOOL.

River street, Lower Mills.

Edward M. Lancaster, *Master.* Elizabeth H. Page, *Second Assistant.*

THIRD ASSISTANTS.

Isabelle A. Worsley,	Ellen E. Burgess,
Margaret Whittemore,	Elizabeth Jane Stetson,
	M. Taylor, <i>Janitor.</i>

PRIMARY SCHOOLS.

River street Lower Mills.

Caroline Melville,	Julia B. Worsley.
Esther S. Brooks,	M. Taylor, <i>Janitor.</i>

TILESTON DISTRICT.

N. H. WHITTEMORE, *Principal.*

TILESTON SCHOOL.

Norfolk street, Mattapan.

N. H. Whittemore, *Usher.*

THIRD ASSISTANT.

Martha A. Baker.

PRIMARY SCHOOL.

Norfolk street.

Elizabeth S. Fisher.	John Grover, <i>Janitor.</i>
----------------------	------------------------------

SPECIAL DEPARTMENTS.

VOCAL MUSIC.

JULIUS EICHBERG, General Supervisor of Music, and Teacher of Music in the High Schools, 154 Tremont street.

DIRECTORS OF MUSIC.

JOSEPH B. SHARLAND, 25 Hanson street.

H. E. HOLT, Haverhill. Address at the rooms of the Board, Mason street.

LUTHER WHITING MASON, 5 Sharon street. Address at the rooms of the Board, Mason street.

HIRAM WILDE, 762 Washington street.

J. MUNROE MASON, Charlestown.

LUCY H. GARLIN, West Roxbury.

DRAWING.

WALTER SMITH, Normal Art Instructor, and General Supervisor of Drawing, City Point, South Boston.

SPECIAL INSTRUCTORS.

CHARLES A. BARRY, Latin, West Roxbury High, Creighton House. Address at Mason street.

HENRY HITCHINGS, English High School. Address, Dedham.

MARY CARTER, Girls' High School, 39 Somerset street.

MERCY A. BAILEY, Normal School, Girls' High School, and Dorchester High School. Creighton House.

BENJAMIN F. NUTTING, Roxbury High School.

LUCAS BAKER, Charlestown High School, Brighton High and Deer Island.

These Instructors also supervise the Drawing in the Grammar and Primary Schools as far as their time allows.

SPECIAL SCHOOLS.

DEAF-MUTES.

Warrenton street.

Sarah Fuller, *Principal.*
Annie E. Bond, *Head Assistant.*

ASSISTANTS.

Ella C. Jordan,
Kate D. Williams,
Mary F. Bigelow,

Alice M. Jordan,
Mary N. Williams,
Manella G. White.

LICENSED MINORS.

North Margin street.

Sarah A. Brackett.

East-street place.

M. Persis Taylor.

KINDERGARTEN.

Corner of Somerset and Allston streets.

Lucy H. Symonds, *Principal.*

EVENING SCHOOLS.

Evening High School, South street.

R. P. Owen, *Principal.*

East Boston. Lyman School-house.

Charles G. Moore, *Principal.*

Charlestown-Prescott School-house.

S. S. Coats, *Principal.*

Charlestown-Warren School-house.

Miss F. V. Keyes, *Principal.*

North Bennet street, Ward Room.

Salem D. Charles, *Principal.*

Anderson street, Ward Room.

Miss C. A. Caverley, *Principal.*

Wells School-house, Blossom street.

Henry A. Parker, *Principal.*

Old Franklin School-house, Washington, near Dover street.

C. K. Cutter, *Principal.*

Warrenton-street Chapel.

W. G. Babcock, *Principal.*

Hudson street, Ward Room.

G. A. T. Lincoln, *Principal.*

South Boston. 331 Broadway.

J. C. Coombs, *Principal.*

South Boston. Lincoln School-house.

George J. Tufts, *Principal.*

Highlands. Cabot street, Bath-house.

F. L. Washburn, *Principal.*

Highlands. Eustis street.

Alfred Bunker, *Principal.*

West Roxbury. Jamaica Plain.

J. M. Hodgate, *Principal.*

Dorchester Almshouse.

G. H. Marshall, *Principal.*

Neponset.

H. J. Kilby, *Principal.*

EVENING DRAWING SCHOOLS.

Tennyson street.

FREE HAND.

George H. Bartlett, *Principal.*

Charlestown. City Hall.

C. S. Ward, *Acting Principal.*

East Boston. Old Lyman School, Meridian street.

H. N. Mudge, *Acting Principal.*

Dorchester. High School.

G. A. Loving, *Acting Principal.*

Jamaica Plain. Dudley Hall.

L. M. Hallowell, *Acting Principal.*

TRUANT OFFICERS.

The following is the list of the Truant Officers, with their respective districts, and with the school sections embraced in each district:—

OFFICERS.	DISTRICTS.	SCHOOL SECTIONS.
Chase Cole, <i>Chief.</i>	North.	Eliot, Hancock.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman and Emerson.
Geo. M. Felch.	Central.	Bowdoin, Winthrop, Phillips and Brimmer.
Jacob T. Beers.	Southern.	Bowditch, Quincy and Lawrence.
Phineas Bates.	South Boston.	Bigelow, Gaston, Lincoln, Norcross and Shurtleff.
A. M. Leavitt.	South.	Dwight, Everett, Rice and Franklin.
Sam'l McIntosh.	Roxbury, East Dist.	Lewis, Dudley and Dearborn.
E. F. Mecuen.	Roxbury, West Dist.	Comins, Sherwin and Lowell, Dudley (<i>Girls</i>).
Jeremiah M. Swett.	Dorchester, Northern District.	Everett, Mather and Andrew.
James P. Leeds.	Dorchester, Southern District.	High, Harris, Gibson, Tileston, Stoughton and Minot.
Charles S. Woofindale.	Charlestown, West District.	Frothingham, Harvard and Wells.
Sumner P. White.	Charlestown, East District.	Warren, Bunker Hill, Prescott and High.
Warren J. Stokes.	West Roxbury.	Central, Charles Sumner, Hillside and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Allston.

TRUANT OFFICE, 30 PEMBERTON SQUARE.

The chief officer is in attendance every school day from 12 to 1; other officers, the first and third Mondays each month, at 4 p. m. Order boxes will be found at the several school-houses, and at police stations 1, 3, 4, 5, 6, 7, 13 and 14.

C O N T E N T S .

CONTENTS.

	PAGE
ANNUAL REPORT OF THE SCHOOL COMMITTEE.	
Reorganization of the School Board	3
The School System	9
School Hygiene.....	13
The Teachers' Association	15
Vacation Schools	14
City Charity.....	17
Primary School Buildings.....	17
Drawing	19
Free Evening Drawing Schools	31
Music.....	34
REPORT OF THE SUPERINTENDENT OF PUBLIC SCHOOLS.	
Summary of Statistics	45
Population	45
Schools	45
School-houses	46
Teachers	47
Pupils	48
Expenditures	49
Hierarchy of Schools.....	51
Normal School	53
High Schools	57
Latin School	60
English High School	61
Girls' High School	62
Roxbury High School	63
Dorchester High School	64
Charlestown High School	65
West Roxbury High School	66
Brighton High School	67
Grammar Schools.....	68
Primary Schools.....	72
Evening Schools	76
Deaf-Mute School.....	79

	PAGE
Schools for Licensed Minors	79
Kindergarten	80
The Co-ordination of Grades	81
The number of Pupils to a Teacher.....	84
School Accommodations.....	87
Industrial Schools.....	94
School Hygiene	100
Examination of Schools.....	126
The Boston Schools at the Vienna Exposition.....	143
Courses of Study	144
School Sessions.....	145
The Superintendency.....	146
The Reputation of our Schools	148
Duties performed	152
Visit to Western Cities	153
Personal	153
STATISTICS ACCOMPANYING THE SUPERINTENDENT'S REPORT	155
REPORT OF THE COMMITTEE ON DRAWING.	
Programme of Instruction in Drawing. Primary Schools.....	185
Grammar Schools.....	189
High Schools	192
REPORT OF THE COMMITTEE ON MUSIC.	
Programme of Instruction in Music. Primary Schools	198
Grammar Schools.....	200
High Schools.....	201
REPORT OF THE COMMITTEE ON HIGH SCHOOLS.....	
Uniform Three Years' Course of Study.....	206
Report relating to Latin and English High Schools.....	209
Course of Study for Latin School by President Eliot.....	220
Remarks on Teaching the Course.....	222
Course of Study for Latin School submitted by the Committee	226
REPORT OF THE COMMITTEE ON EVENING SCHOOLS	
Programme of Studies in Evening High School	243
ANNUAL SCHOOL FESTIVAL.	
Address of Warren P. Adams	248
Address of Mayor Cobb	250
MEDALS, PRIZES AND DIPLOMAS.	
Franklin Medals	255
Lawrence Prizes	256
Diplomas of Graduation	258
CATALOGUE OF THE NORMAL SCHOOL.....	
ROSTER OF THE BOSTON SCHOOL REGIMENT.....	
SCHEDULE OF SALARIES.....	
	305

	PAGE
DESCRIPTION AND DEDICATION OF THE WINTHROP SCHOOL-HOUSE.....	307
LIST OF SCHOOL-HOUSES	321
SANITARY REQUIREMENTS OF SCHOOL ARCHITECTURE	329
ORGANIZATION OF SCHOOL COMMITTEE	357
TRUANT OFFICERS	408

Duplicate Copy Withdrawn
Mr. Conard - Property of
The New Haven Library

BOSTON PUBLIC LIBRARY



3 9999 06313 593 1

